



Valdosta State University

2005-2006
Undergraduate Catalog

A Regional University of the
University System of Georgia

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

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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 Valdosta State University Catalog provides much information on the University. To help find this information quickly and efficiently, a table of contents and an index are included. The Academic Calendar in the front of the Catalog lists important dates you should keep in mind. A glossary of commonly used terms defines those words with which you may not be familiar.

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.



History of the University

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

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

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

An act of the Legislature in 1922 changed the institution’s name to Georgia State Woman’s College at Valdosta and authorized a four-year program leading to the bachelor’s degree.

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

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

The institution has been led by seven presidents: Richard Holmes Powell (1913-1933), Jere Madison Pound (1933-1935), Frank Robertson Reade (1935-1948), James Ralph Thaxton (1948-1966), Sidney Walter Martin (1966-1978), Hugh Coleman Bailey (1978-2001), and Ronald M. Zaccari, who assumed the leadership of the university in January, 2002.

Valdosta State University offers undergraduate work leading to the following degrees: Associate of Applied Science, the Associate of Arts, the Bachelor of Arts in 13 major programs, the Bachelor of Science in 11 major programs, the Bachelor of Science in Education in 12 major programs, the Bachelor of Business Administration in 5 major programs, the Bachelor of Fine Arts in 6 major programs, the Bachelor of Music in 2 major programs, the Bachelor of General Studies, the Bachelor of Science in Nursing, the Bachelor of Science in Exercise Physiology, and the Bachelor of Applied Science.

Graduate degrees offered include the Master of Education in 17 major programs, the Master of Arts in 2 major programs, the Master of Science in 6 major programs, Master of Public Administration, Master of Business Administration, Master of Science in Nursing, Master of Art Education, Master of Music Education, Master of Social Work, Master of Library and Information Science, the Education Specialist in 10 major programs, and the Doctor of Education in 3 major programs. New baccalaureate and graduate degree programs are added from time to time to meet the needs of the population served by the University.

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.

LOCATION OF THE UNIVERSITY

The University is located in Valdosta, a city of approximately 50,000 in south-central Georgia. It can easily be reached from three exits of I-75 and is convenient to shopping areas, a variety of restaurants, and movie theaters. The Valdosta area is served by the Valdosta Municipal Airport and by the airports in Tallahassee and Jacksonville, Florida. The two campuses, located less than a mile apart, include more than 168 acres of land.

The 85-acre Main Campus faces North Patterson Street, one of the city's main thoroughfares. Approximately 10 blocks north is the North Campus. Other units of the University are located in satellite facilities adjacent to the campus and along Patterson Street. The campuses and principal satellite buildings are connected by the University bus service, operating regularly throughout each class day.

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

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

FACILITIES

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

MAIN CAMPUS

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

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

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

Nevins Hall houses the offices of the Vice President for Student affairs; offices, classrooms, and laboratories of the Department of Physics, Astronomy, and Geosciences; the African American Studies Program; and computer facilities. Dedicated in 1966, this

building is named in honor of the late Dr. Beatrice I. Nevins, head of the biology department for many years.

Odum Library contains the general and research library collections of the University. The building was dedicated in 1972 and named in 1990 for the late Gertrude Gilmer Odum, Professor Emerita of English. In 2004 a new addition opened, doubling the size of the library and adding an Internet Café, an auditorium, additional computer labs, classrooms, and a new archives section. The library is designed to facilitate research and study with open stacks and continuously available assistance from reference librarians. The collection contains over 467,560 bound volumes and over a million volumes in microforms, as well as current issues of 2,815 magazines, journals, and newspapers. In addition to printed materials, the library has extensive collections of audio-visual, graphic, and machine-readable materials. The Odum Library is a Selective Depository of U.S. Government documents and maintains the Archives of Contemporary South Georgia History and a Southern History Collection. The Media Center in the Odum Library maintains and services a wide variety of audio-visual equipment.

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

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

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

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

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

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

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

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

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

University Center, completed in 1995, contains the commodious University Center and its study rooms, computer lab, and dining area in the north section. The central section has offices for the Vice President for Business and Finance, Registrar, Human Resources, Financial Aid and Veterans Affairs, University Business Services, University Financial Services, art and dance studios, and faculty offices. The south section houses the South Georgia Consortium; Internal Auditors; Office of Academic Student

Instructional Support; the Department of Sociology, Anthropology, and Criminal Justice; the Credit Union.

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

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

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

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

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

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

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

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

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

University residence halls include Converse Hall, named in honor of W. L. Converse (The original Converse Hall burned in 1978, and its replacement was completed in 1981); Reade Hall, remodeled in 1987 and named in honor of Frank R. Reade, third president of the University; Anne Powe Hopper Hall, named in honor of the University's first dean of women; Brown Hall, named in honor of Joseph M. Brown, governor of Georgia when the University opened its doors in 1913; Lowndes Hall, named in appreciation of the county in which the University is located and in honor of William Jones Lowndes, southern educator and statesman; Georgia Hall, named for the State and for the avenue on which the building is located; John W. Langdale Hall, named for one of south Georgia's pioneer developers and leading citizens; Patterson Hall, named for the street on which the building is located.; and Centennial Hall, opened in 2005 on Sustella Avenue.

The Parking and Transportation Office and the University Foundation are in individual houses on Georgia Avenue.

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

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

NORTHCAMPUS

Barrow Hall on the North Campus, named for David C. Barrow, Chancellor of the University System when South Georgia Normal College opened in 1913, was remodeled in 1971 to house the Division of Aerospace Studies (Air Force ROTC). The other two buildings on the North Campus are Pound Hall, named for Dr. Jere M. Pound, the second president of the University, and Thaxton Hall, named for Dr. J. Ralph Thaxton, VSU's fourth president. Pound Hall, completely renovated in 1991-1992, and Thaxton Hall, remodeled in 1982, provide facilities for the College of Business Administration. The Office of Institutional Research, Billy Grant Field, and various recreational fields are also found on the North Campus. The University's bus service connects the two campuses.

COMPUTINGANDDATANETWORKINGFACILITIES

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.

- 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 Ultra Sparc 10 provides mailing list services.
- 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.

Institutional Advancement, University Relations, and Alumni Association

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

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

The Alumni House, 1603 N. Patterson Street, serves as the headquarters for the VSU Alumni Association, Inc., founded in 1917, which seeks to promote the welfare of the University and its alumni, providing them an opportunity to maintain a lifelong association with their alma mater. All alumni receive the VSU Voice and other mailings, which provide information on faculty, classmates, campus activities and special events.

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.

GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

- Institutional Credit** A unit of credit included in a student's total hour load for fee calculation. Institutional credit does not apply toward the total number of hours required for graduation, nor is it transferable to another institution.
- Major.** The academic area consisting of 30 semester hours or more of upper-division courses in which a student specializes. New students may choose a major at once or be classified as "Liberal Arts Students" until they decide upon the major they desire. Liberal Arts students are considered to be enrolled in the College of Arts and Sciences. A grade of "C" is required in each course applicable to the major.
- Minor.** An optional program of study in a field other than the student's major. Minors consist of 15-18 hours, with at least 9 semester hours of upper-division courses (3000-4000 level), as specified by the department awarding the minor. A grade of "C" is required in each course applicable to the minor.
- Non-resident Student.** One who does not have legally defined permanent residence in the state in which the University is located; an out-of-state student.
- Prerequisite.** Certain courses which must be completed before others may be attempted. Such first courses are said to be prerequisites for subsequent courses in the same or similar areas. It is the student's responsibility to take the needed prerequisites.
- Quality Points.** Points given for attainment of a certain letter grade. (A=4, B=3, C=2, D=1, WF=0, F=0).
- Resident Student.** A student who has legally defined permanent residence in the state in which the University is located; an in-state student.
- Transcript of Credit.** A certified copy of credits which a student has earned in high school or in other colleges attended. The submission of a transcript of credit is a prerequisite for admission to the University.
- Semester Hour Credit.** The semester hour is a unit of academic credit. The number of hours earned in a given semester is the measure of a student's academic load. A typical academic load is 12-15 semester hours of credit.

ADMISSIONS

Mr. Walter Peacock

Director of Admissions and Enrollment Management
1413 North Patterson Street

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

The University reserves the right to discontinue accepting admission applications when its enrollment limits have been reached. It reserves the right to reject the application of any individual who is not a legal resident of the State of Georgia. Furthermore, the University reserves the right not to accept the credits of any institution, notwithstanding its accredited status, if the University determines that the quality of instruction available at the institution is for any reason deficient or unsatisfactory.

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

Please be aware that admission to the University does not guarantee admission to your intended major. Several programs of study have additional admission requirements. Information on admission to a particular degree program or major may be found in the appropriate section of this Catalog.

HOW TO FILE AN APPLICATION

Applications for undergraduate admission are available on line at <<http://www.valdosta.edu/admissions/ugadmform/#forms>> or by calling the Office of Undergraduate Admissions at 800-618-1878. All completed forms must be either on file or postmarked at least 20 days prior to registration and must be accompanied by a non-refundable, nontransferable \$20 application fee to cover the expense of processing the application.

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

by the Director of Admissions. Admission is not complete until the medical history and certification of immunization forms have been made available to the University.

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

ADMISSION OF BEGINNING FRESHMEN

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

The College Entrance Examination Board's Scholastic Aptitude Test (SAT) or the Assessment Battery of the American College Testing Program (ACT) is required of all applicants seeking admission from high school. The results of these tests must be filed with the Director of Admissions at least 20 days before the registration date of the proposed semester of entrance. Information pertinent to making application to take these tests may be obtained from the high school principal, the high school guidance counselor, or directly from the College Entrance Examination Board (SAT), P.O. Box 592, Princeton, New Jersey 08541-6200 or the American College Testing Program (ACT), P.O. Box 168, Iowa City, Iowa 52243.

EVALUATION OF FRESHMEN

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

JOINT ENROLLMENT / EARLY ADMISSIONS / POST SECONDARY OPTIONS

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

FRESHMAN ADMISSION STANDARDS

1. Applicant must have completed all College Preparatory Curriculum requirements (16 units), and
2. 440 SAT Verbal and 410 SAT Math or ACT English 18 and ACT Math 17, and
3. Freshman Index* (FI) 2040

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

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

— College Preparatory Curriculum —

Course (Units)	Instructional Emphasis
English (4)	- Grammar and Usage - Literature (American, British and World) - Advanced composition skills
Mathematics (4)	- Algebra I and II - Geometry - One higher level course than Algebra II
Science (3)	- Physical Science - Two laboratory courses from Biology, Physics, Chemistry, or related areas of science
Social Science (3)	- United States Studies - World Studies - Economics and Government
Foreign Language (2)	- Two courses in one language emphasizing speaking, listening, reading, and writing

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

ADMISSION OF HOME SCHOOLED STUDENTS

If you have completed your high school program through home school, you may be considered for admission if you meet criteria established by the University System of Georgia and VSU. The following items must be submitted with your application for admission in order to be evaluated. Your application packet should be submitted at least six months prior to your desired term of enrollment.

- Certificate of Immunization
- Official SAT or ACT scores:
A minimum total SAT score of 1050 with 440 verbal/410 math or a composite ACT score of 23 with 18 English/17math is required for admission.
- Official transcripts from any conventional public or private high school and colleges you may have attended.
- Copy of Declaration of Intent to Home School as filed with your local Board of Education.
- A portfolio that demonstrates satisfactory completion of the College Preparatory Curriculum (CPC) required for admission of traditional high school graduates. This portfolio must include information about each individual course used to satisfy CPC requirements and must include a list of educational resources used, course outline or syllabus, and appropriate outcomes assessment. Also include any extra-curricular activities and/or academic achievements that support your academic preparedness for college.

- Letter from your primary teacher certifying completion of high school and a date of graduation.
- Two letters of recommendation for admission from non-family members such as an employer, clergy, civic leader, or tutor.

ADMISSION OF NON-TRADITIONAL STUDENTS

A non-traditional student is defined as a student who has been out of high school for at least five years as a graduate or holding a General Education Diploma (GED) or whose high school class graduated at least five years ago or has earned fewer than 30 transferable semester hours of college credit and has not attended college within the past five years.

Non-traditional applicants are not required to submit SAT/ACT scores. These students will be required to take the Compass Placement Exam and achieve a passing score on the reading portion before admission can be granted. Students who do not pass the mathematics and/or English portion(s) of the Compass must comply with Learning Support Requirements. See the section of this Catalog related to Academic Student Instructional Support (OASIS).

ADMISSION OF TRANSFER STUDENTS

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

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

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

Admissions applications will be evaluated in accordance with one of the following categories:

1. Students who have completed at least 30 semester hours of academic credit must have a minimum cumulative grade point average of 2.0 on all attempted work. If transferring from a University System of Georgia unit, students must have exited any Developmental Studies requirements and must have completed any College Preparatory deficiencies. Please note that classes taken to satisfy deficiencies are in addition to the minimum requirement of 30 semester hours.

2. Students who graduated from high school within the last five years who have earned fewer than 30 semester hours of academic credit are considered Transfer Freshmen and must satisfy the regulations governing the admission of beginning freshmen and may be subject to those listed in category one above.
3. Students who have been graduated from high school five years or more and have earned fewer than 30 semester hours of academic credit must submit a high school transcript or GED. These students may be required to satisfy requirements in category one above as well as freshman placement testing.
4. Please be aware that admission to Valdosta State University does not guarantee admission to your intended major.

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

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

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

Applicants for advanced standing may not apply more than 90 semester hours of academic credits from other colleges toward a degree from Valdosta State University. Of those, only 60 semester hours may be junior college courses. Additionally, no degree credit will be given for work earned more than 30 years prior to admission to VSU.

ADMISSION OF TRANSIENT STUDENTS

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

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

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

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

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

Transcripts must be requested in writing and appropriate fees paid in order for copies of the academic record of transient students to be mailed to another institution.

READMISSION TO THE UNIVERSITY

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

Students seeking readmission following an academic suspension must also apply to the Director of Admissions or to the Registrar.

ADMISSION OF INTERNATIONAL STUDENTS

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

1. A completed application for admission, with a check or money order for \$20.00 in U.S. currency. A copy of the application form is included in the back of this catalogue; copies can also be obtained by writing directly to the Center for International Programs.
2. Certified copies of all secondary school and college transcripts, as records of past academic work. Certified copies in English of these transcripts must be sent directly from the educational institutions to the Office of Admissions.
3. Proof of having completed ELS Language Centers' Level 109 or official results from the Test of English as a Foreign Language (TOEFL), if the applicant's first language is other than English. A minimum score of 523 on the TOEFL (193 on the computer version) is required for admission.
4. A completed Certificate of Finances statement guaranteeing that the student will have a minimum of \$21,698 (for nine months) available for personal and educational expenses. The Certificate of Finances statement form is available from the Office of Admissions. Partial out-of-state tuition-waiver scholarships are available for international students on a limited basis. Please inquire at the Center for International Programs.
5. Completed medical form. VSU requires that prior to registration all students present proof of two vaccines for measles and one for mumps and rubella; a tetanus booster within the last ten years; proof of disease or immunization for varicella (chicken pox); and, if under the age of 19 at time of enrollment, proof

of hepatitis B series immunization. A doctor or nurse must verify these immunizations. New students must complete a VSU medical form, which will be mailed to students after application for admission is submitted.

6. All international students must purchase the VSU medical insurance plan for students to cover the cost of medical treatment while in the U.S.
7. All transcripts from international colleges and universities must be submitted to a professional evaluation service in the United States. Applications for these services are available through the Office of Admissions.

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

ADVANCED PLACEMENT

Valdosta State University grants credit on the basis of College Board Advanced Placement exams (AP), International Baccalaureate exams (IB), and the College Level Exam Program (CLEP). Please refer to the following charts for required scores and equivalencies.

Valdosta State University recognizes academic rigor and quality of the IB program and welcomes applications for admission from students who have taken course work in the IB program. Credit is given for the Higher Level examinations of the IB program passed with scores of 4 or better.

VALDOSTA STATE UNIVERSITY ADVANCED PLACEMENT EQUIVALENCIES

College Board AP Test	Score	VSU Course	Semester Hrs.
Art			
Studio Art-General	3 or better	ART elective	3
Studio Art	3 or better	ART 1010	3
History of Art	3 or better	ART 1100	3
Biology			
General Biology	3 or better	BIOL 1010/1020L/ 1030/1040L	8
General Biology	4 or 5	BIOL 2010 (Biology majors)	4
Chemistry			
General Chemistry	3	CHEM 1211K	4
General Chemistry	4 or 5	CHEM 1211K & 1212K	8
Computer Science			
Computer Sci A	3 or better	CS 1301	3
Computer Sci AB	3 or better	CS 1301 & 1302	6
Economics			
Microeconomics	3 or better	ECON 2106	3
Macroeconomics	3 or better	ECON 2105	3

English			
English Lang or Lit & Comp	3 or 4	ENGL 1101	3
English Lang or Lit & Comp	5	ENGL 1101 & 1102	6
Geology/Geography			
Environmental Science	3 or better	GEOE elective	3
Human Geography	3 or better	GEOG 1101	3
History			
*American History	3	HIST 2111 or 2112	3
*American History	4 or 5	HIST 2111 & 2112	6
European History	3 or better	HIST 1012	3
World History	3 or better	HIST 1011	3
Foreign Language			
French Language	3	FREN 1002 & 2001	6
French Language	4 or 5	FREN 1002 & 2001 & 2002	9
French Literature	3	FREN 1002 & 2001	6
French Literature	4 or 5	FREN 1002 & 2001 & 2002	9
German Language	3	GRMN 1002 & 2001	6
German Language	4 or 5	GRMN 1002 & 2001 & 2002	9
Latin Literature	3	LATN 1002 & 2001	6
Latin Literature	4 or 5	LATN 1002 & 2001 & 2002	9
Latin-Vergil	3	LATN 1002 & 2001	6
Latin-Vergil	4 or 5	LATN 1002 & 2001 & 2002	9
Spanish Language	3	SPAN 1002 & 2001	6
Spanish Language	4 or 5	SPAN 1002 & 2001 & 2002	9
Spanish Literature	3	SPAN 1002 & 2001	6
Spanish Literature	4 or 5	SPAN 1002 & 2001 & 2002	9
Mathematics			
Calculus AB	3	MATH 1113	3
Calculus AB	4 or 5	MATH 1113 & 2261	7
Calculus BC	3	MATH 2261	4
Calculus BC	4 or 5	MATH 2261 & 2262	8
Music			
Music Theory	3 or better	MUSC 1011	3
Physics			
Physics B	3	PHYS 1111K	4
Physics B	4 or 5	PHYS 1111K & 1112K	8
Physics C-Mechanics	4 or 5	PHYS 2211K	4
Physics C-Elect/Magnetism	4 or 5	PHYS 2212K	4
Political Science			
* US Gov't/Politics	3 or better	POLS 1101	3
Psychology			
Psychology	3 or better	PSYC 2500	3
Statistics			
Statistics	3 or better	MATH 2620	3

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

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

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

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

CLEP Subject Examinations - Effective for Computer Exams Beginning July 2001

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

CLEP Test	Minimum Score	VSU Course	Credit Given
Algebra	50	MATH 1111	3
Algebra-Trigonometry	50	MATH 1113	3
*American Government	50	POLS 1101	3
American Literature	50	course title	3
Analyzing & Interpreting Literature	50	course title	3
Biology	50	BIOL 1010	3
Calculus with Elementary Functions	50	MATH 2261 & 2262	8
English Composition with Essay	50	ENGL 1101	3
English Literature	50	course title	3
French, Level I	50	FREN 1002 & 2001	6
Freshman Composition	50 + passing essay	ENGL 1101	3
German, Level I	50	GRMN 1002 & 2001	6
*History of the United States I	50	HIST 2111	3
*History of the United States II	50	HIST 2112	3
Human Growth & Development	50	PSYC 2700	3
Info Systems & Computer Applications	50	course title	3
Introductory Psychology	50	PSYC 2500	3
Introductory Sociology	50	SOCI 1101	3
Principles of Accounting	50	ACCT 2101	3
Principles of Macroeconomics	50	ECON 2105	3
Principles of Microeconomics	50	ECON 2106	3
Spanish, Level I	50	SPAN 1002 & 2001	6
Trigonometry	50	MATH 1112	3
Western Civilization I	50	HIST 1012	3
Western Civilization II	50	HIST 1013	3

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

TUITION, FEES, AND COSTS

Mr. James L. 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.

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

FEE SCHEDULE FOR UNDERGRADUATES

*Effective Fall 2005

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

Students taking 12 or more hours:

In-state tuition	\$1,639
Out-of-state tuition	\$5,297

Students taking fewer than 12 hours:

11 hours

In-state tuition	\$1,542
Out-of-state tuition	\$4,897

10 hours

In-state tuition	\$1,440
Out-of-state tuition	\$4,490

9 hours

In-state tuition	\$1,338
Out-of-state tuition	\$4,083

8 hours

In-state tuition	\$1,236
Out-of-state tuition	\$3,676

7 hours

In-state tuition	\$1,134
Out-of-state tuition	\$3,269

6 hours

In-state tuition	\$1,032
Out-of-state tuition	\$2,862

5 hours

In-state tuition	\$ 930
Out-of-state tuition	\$2,455

4 hours

In-state tuition	\$ 828
Out-of-state tuition	\$2,048

3 hours

In-state tuition	\$ 344
Out-of-state tuition	\$1,259

2 hours

In-state tuition	\$ 242
Out-of-state tuition	\$ 852

1 hour

In-state tuition	\$ 140
Out-of-state tuition	\$ 445

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

All new students who attend the spring or summer orientation program will be charged \$20 to cover the related costs. (No guest fee.) All new students who attend the fall orientation program will be charged \$30 to cover the related costs and \$10 for each guest.

*Fees for 4 or more hours include the Health fee (\$73), the Activity fee (\$189), the Athletics fee (\$110), and the Transportation fee (\$10). Moreover, note that the Technology fee is a flat fee of \$38, assessed for all students, regardless of the number of hours. In accordance with the policies of the Board of Regents, these student fees are assessed students taking 4 or more hours, except those who enroll in all of their courses at Off-Campus Centers. Fees as stated are tentative and subject to change based on Board of Regents policy.

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

Off-Campus Courses

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

Audit (non-credit) Fees

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

Other Fees and Charges*

Late Registration or Payment Fee:

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

Science Laboratory fee (per laboratory) \$30

GLOBE (E-core) fee (per credit hour) \$131

Orientation Fee: charged undergraduates...

who attend spring or summer orientation program \$20

spring or summer orientation program guest fee \$0

who attend fall orientation program \$30

fall orientation program guest fee (each) \$10

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

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

Electronic transmission (FAX) of unofficial transcripts or certification forms/letters, per copy (Official transcripts cannot be FAXed.)	\$10.00
Graduation Fee: Bachelor's or Graduate Degree	\$25.00
(Students who apply for graduation and who do not meet degree requirements must pay appropriate graduation fees again upon re-application.)	
Motor Vehicle Parking Permit (Annual)	\$50.00

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

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.

All registration fees, including dormitory and cafeteria, are due upon registration.

The following schedule is an example of the cost per term for a full-time student:

	In-state	Out-of-state
Tuition and Student Fees 12 hrs.+	\$1,639	\$5,297
Dormitory, Double Occupancy Room	1,374	1,374
Cafeteria 21 meals/week	1,310	1,310
Estimated cost of books and supplies	375	375
Estimated Total	\$4,698	\$8,356
Two Semesters	\$9,396	\$16,712

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

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.

THE 62+ PROGRAM FOR GEORGIANS 62 AND OLDER

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

RULES GOVERNING THE CLASSIFICATION OF STUDENTS AS IN-STATE RESIDENTS 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 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, Registrar's Office, Valdosta State University, Valdosta, Georgia 31698.

Student Responsibilities

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

Reclassification of Non-Resident Students

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

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

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

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

CHECK CASHING SERVICE

All checks and money orders must be payable through a United States Bank. To accommodate students, the University will cash one personal check per day, per student for \$50.00 or less at the Bursary. 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. Parents who send their son or daughter spending money by check should make their check payable to VSU, with the student's name on the "for" section of the check.

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

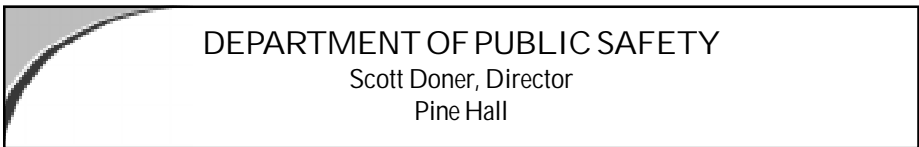
Briefly, the Georgia Code requires the following procedure: The official notice of a returned check will be sent by certified letter instructing the writer either to bring cash or to send a certified check, money order, or cashier's check in the amount of the returned check, plus the returned check fee(s) to the Cashier in the University Bursary to clear the university record. The returned check fee is \$25.00, or 5% of the face amount of the check, whichever is greater. The returned check fee applies to each returned check. If the returned check is for registration fees, the late registration fee of \$75.00 is also assessed. The law grants ten (10) days from receipt of the official certified letter to tender payment in full for the returned check(s) and the service charges. Unless the full amount is paid within ten (10) days from date of receipt of this letter, the holder of the check or instrument may turn over the dishonored check or instrument and all other available information relating to this incident to the magistrate for the issuance of a criminal warrant or citation or to the district attorney or solicitor for criminal prosecution. Immediate action will be taken against a person who issues a check on a closed account or who stops payment on a check.

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

CANCELLATION OF STUDENT REGISTRATION FOR CAUSE

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

1. All fees are due and payable upon completion of registration. Students should not report for registration without having sufficient funds available to pay their fees. The payment instructions are in each term's 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 about Public Safety: <www.valdosta.edu/dps>.

Annual Security Report - Clery Act

The annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the university, and on public property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. A copy of the report is available in the Department of Public Safety in Pine Hall and on the Internet: <www.valdosta.edu/dps>.



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 — FRESHMAN RESIDENCY POLICY

Valdosta State University administers a Freshman Residency Policy which requires that all Freshmen live on campus, when space is available. To be exempted from this requirement, a student must apply for exemption and meet one of the following criteria: thirty semester hours of earned academic credit and sophomore status, age 19 by September 30 of the current academic year, or residing with parent(s), spouse, or legal guardian. Exemption forms are available at the Office of Housing and Residence Life. Telephone 229-333-5920. The Freshman Residency Policy has been suspended for the 2004-2005 academic year while Phase I of the Housing Project is under construction.

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

houses the administrative offices of Dining Services. All students who live in residence halls are required to purchase a basic meal plan each semester. All students, faculty, and staff may purchase meal plans; individual meals may be purchased at reasonable prices. Dining Services programs* are as follows:

Board Plan A	\$1,310
Breakfast, lunch, and dinner—7 days a week	
Board Plan B	\$1,276
Any two meals per day—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, located in the University Union, serves lunch and dinner featuring pizza, salads, burgers, wraps, sandwiches, a variety of desserts, malts, and shakes. The Food Court, located at 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, located in the Education Center offers hot and cold sandwiches, chips, and a variety of snacks. The Palms Dining Center, VSU’s 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.

STUDENT FINANCIAL AID

Douglas R. Tanner
Director of Financial Aid
4121 University Center

The purpose of the student aid program is to help make higher education a reality for persons who would be unable to attend without financial assistance. However, financial aid is awarded only to eligible students who have been admitted to the University. The Free Application for Federal Student Aid (FAFSA) may be submitted at any time.

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

This material was prepared in advance of the 2005-2006 academic year and is subject to changes in state or federal laws or regulations.

GRANTS

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

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

LEAP (Leveraging Educational Assistance Partnership) Program. LEAP is a federal/state grant program available to Georgia residents working on their first undergraduate degree program. Eligibility requirements are: demonstrate substantial need, be eligible to receive a Federal Pell Grant, maintain satisfactory academic progress, be at least a half-time student (6 semester hours or more), have not borrowed in excess of the annual or aggregate limits for federal student loan programs, have no defaulted student loan or overpayment due on state or federal financial aid, and not have received LEAP assistance for more than 8 semesters. A FAFSA is required.

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

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

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

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

LOANS

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

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

VSU Short-Term Loans. Short-term emergency loans are available from the Office of Business and Finance each semester. Apply to the VSU Office of Student Accounts located in the Bursary.

Federal Direct Parent (PLUS) Loan. This loan is an educational loan for parents of dependent undergraduate students enrolled at least half-time. Financial need is not an eligibility requirement, but good credit is required. Loan eligibility is based on the cost of attendance minus other aid received. A FAFSA is required.

WORK

Federal Work-Study Program (FWSP). The University participates in the Federal Work-Study Program. Eligible students may work part-time during the academic year. To apply for and be considered for the FWSP, the students must complete and submit all required financial aid documents to the Office of Financial Aid. Priority is given to those students who have completed financial aid applications by May 1.

Student Assistant Program. On-campus jobs, financed by the University, are also available. Each department has its own funds for this program. Inquiries should be made to 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. VSU General Scholarship Applications are due in the Office of Financial Aid by March 1 and are available on line at <www.valdosta.edu/finaid>. Other scholarship information is available at this website.

STATE-WIDE SCHOLARSHIPS

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

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

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

HOPE Scholarship (Helping Outstanding Pupils Educationally) is funded by the Georgia Lottery for Education and is available to eligible Georgia 1993 or later high school graduates. HOPE covers tuition, fees and a book allowance (\$150 for 6 hours or more; \$75 for 5 hours or less).

HOPE Scholarship Eligibility Requirements

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

Grade point eligibility for entering freshmen is based on a final high school GPA of 3.0 or better as determined by the high school and reported to the Georgia Student Finance Authority (GSFA). GSFA will submit to VSU a final list of the freshmen who are eligible to participate in the program in July.

Regardless of high school graduation or high school grade point average, students with a cumulative grade point average at the 30th, 60th, or 90th attempted hour are eligible to participate in the Program; if they were Georgia residents at the time they first enrolled in a post-secondary institution in Georgia.

Maintain a 3.0 cumulative grade point average while in college. This requirement covers all prior colleges attended as well as VSU. The grade point average is reviewed at the 30th, 60th, and 90th attempted hour and at the end of each spring semester. Be advised, the HOPE Scholarship Regulations for public institutions are different from those at the private and technical institutions.

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

If you have not attempted more than 127 hours at VSU and/or any other college(s) combined, you may be eligible. Attempted hours include any letter grade for A, B, C, D, F, W, WF, I, IP, U, S, V. The HOPE scholarship is limited to 127 paid hours. Paid hours include all hours paid for by the Accel program, HOPE grant program since summer 2003, and the HOPE Scholarship Program.

Full-time enrollment is not a requirement.

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

For the complete HOPE Scholarship Program Regulations, visit the Georgia Student Finance Commission web site at www.gsfc.org/ or if you have questions, you may contact the VSU HOPE Scholarship Coordinator in the Office of Financial Aid 229-333-5935, or contact the Georgia Student Finance Commission at 1-800-505-GSFC.

UNIVERSITY-WIDE SCHOLARSHIPS

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

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

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

SCHOLARSHIPS BASED ON MAJOR

Most scholarship applications should be submitted before March 1 of each year. On any scholarship in which financial need is a criteria for consideration, the student must have a FAFSA (Free Application for Federal Student Aid) form on file with the Office of Financial Aid.

Application forms are available at < www.valdosta.edu/finaid >. Students without access to the Web should contact the Office of Financial Aid at 229-333-5935.

College of the Arts

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

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

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

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

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

Bernard L. Linger Memorial Fine Arts Scholarship. This endowed scholarship was created to honor the memory of Bernard L. Linger and is awarded to a sophomore, junior, or senior majoring in music, art, or communication arts. The recipient must have carried a minimum of fifteen (15) credit hours per semester during the year prior to application

and must have maintained an overall 3.5 GPA. Renewable for up to three years if the student maintains a 3.5 cumulative GPA, and continues to major in music, art, or communication arts. Apply to the College of the Arts.

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

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

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

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

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

College of Arts and Sciences.

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

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

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

Andy Kopyy Memorial Scholarship. This annual endowed scholarship was created to honor the memory of Andy Kopyy and is awarded to students majoring in computer science who are also minoring in German. The recipients must maintain a 3.0 grade point average in all courses and are chosen annually on the basis of ability, promise, and need,

by a decision made by the Department Head of Mathematics and Computer Science and the senior Professor of German in the Department of Modern and Classical Languages. Apply to the Department of Math and Computer Sciences.

Ola Lee Means Scholarship. See awarding criteria listed in College of the Arts section.

Julia Wisenbaker Sumerford Scholarship. This non-renewable, full tuition scholarship is offered to outstanding students in the fields of chemistry and nursing. In the even numbered years, the award will be made to a student majoring in the field of chemistry. In the odd-numbered years, the award will be made to a nursing student. Complete a VSU General Scholarship Application.

Harley Langdale, Jr.
College of Business Administration

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

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

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

James L. Dewar, Sr. - Park Avenue Bank Scholarship. Created in honor of Mr. Dewar, Sr., this scholarship invites applications from students who graduated from Lowndes County schools and are majoring in one of the fields of business administration. Complete a VSU General Scholarship Application.

John Henry Dorminy Scholarship. This scholarship is provided by the Dorminy Trust Fund. Incoming Freshmen at VSU who will be majoring in the College of Business Administration are eligible. This scholarship is renewable. Complete a VSU General Scholarship Application.

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

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

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

College of Education

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

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

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

HOPE Promise Scholarship. Funded by the Georgia Lottery for Education and is a component of the HOPE Scholarship Program. The purpose of this program is to attract high-achieving undergraduates into the teaching profession and provide them with financial assistance beginning the junior year and continuing through the senior year.

Scholarship recipients agree to teach in a Georgia public school at the preschool, elementary, or secondary level after graduation. If a recipient fails to meet this obligation, the scholarship becomes a loan, which must be repaid in cash, with interest. 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.

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

Speech and Language Pathology Scholarship. The members of the Valdosta Junior Service League have established this scholarship for an undergraduate or graduate student majoring in communication disorders, who has completed 50 semester hours, has a minimum 3.0 GPA, and has demonstrated financial need (Applicants must have a Free Application for Federal Student Aid, FAFSA, application on file with the Office of Financial Aid). Selection is made by the College of Education Scholarship and Honors Committee. Contact the Special Education and Communication Disorders Department for application information.

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

College of Nursing

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

Kiwanis Club of Valdosta Scholarship. One nursing scholarship is sponsored annually by the Kiwanis Club of Valdosta. This scholarship is renewable, and recipients are recommended by the College of Nursing. Complete a VSU General Scholarship Application.

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

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

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

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

OTHER SCHOLARSHIPS

Air Force ROTC. Scholarships are available to students enrolled in ROTC at VSU and are based on performance, academic achievement and leadership potential. For further information contact the VSU Air Force ROTC Office at 229-333-5954.

Beth Burnette Scholarship. This endowed scholarship is created to honor the memory of Beth Burnette. The scholarship is available to students who are graduates of Valdosta High School. Recipients will be selected by the Office of Financial Aid based upon a combination of financial need and academic merit. The scholarship is renewable for three years. Complete a VSU General Scholarship Application.

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

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

Lorene Joiner Memorial Scholarship. This endowed scholarship was established by Mr. and Mrs. John W. Thomas, in memory of Mrs. Thomas' mother, Lorene Joiner. The scholarship is intended to benefit students with demonstrated financial need (must have a Free Application for Federal Student Aid, FAFSA, application on file with the Office of Financial Aid). Complete a VSU General Scholarship Application.

Clare Philips Martin Scholarship. This scholarship is available to a student currently enrolled at VSU who has completed no fewer than 60 semester hours at VSU with a GPA of 3.5 or higher. To qualify, a student must have demonstrated intellectual growth and leadership through involvement in clubs, organization, projects, and work experience while in college. This award is presented during the University Honors Day program,

during spring semester. The deadline for application is March 1. The application form is available at <www.valdosta.edu/finaid> from January 1 to March 1 each year.

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

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

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

Roy L. "Butch" Pierce Scholarship. Awarded each year based on academic excellence and financial need. May be renewed. Preference given to residents of Seminole County, Georgia, and the surrounding area. Complete a VSU General Scholarship Application.

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

Barbara Pearlman Soshnik Scholarship. This endowed scholarship was created by Mr. and Mrs. Bill Pearlman to honor the memory of their daughter. This scholarship is awarded by the VSU Office of Financial Aid to a deserving student with demonstrated financial need (must have a FAFSA on file with the Office of Financial Aid). Complete a VSU General Scholarship Application.

James D. Walker Scholarship. Awarded to a junior transfer student. Based on academic excellence and financial need (must have a FAFSA on file with the Office of Financial Aid). May be renewed for the senior year. Preference given to residents of Suwannee County, Florida. Complete a VSU General Scholarship Application.

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

VSU Minority Alumni Scholarship. This scholarship was established by the VSU Minority Alumni Association (VSUMAA) and is awarded to students in good academic standing and demonstrated financial need. They must have a FAFSA on file with the

Office of Financial Aid. The recipients are selected by the VSUMAA. Complete a VSU General Scholarship Application form.

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

ATHLETIC DEPARTMENT SCHOLARSHIPS

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

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

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

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

FINANCIAL AID ACADEMIC REQUIREMENTS

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

Undergraduate Students

Qualitative. All students are expected to maintain the academic standards outlined in the official Catalog of Valdosta State University. Students who fail to meet these standards will be placed on academic suspension. Students receiving financial aid who are placed on academic suspension will have their financial aid terminated. Financial aid applicants who were placed on academic suspension at the end of the last semester they attended are not eligible for financial aid.

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

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

Students must successfully complete 67% of the courses for which they register in any academic year. The grades of A, B, C, D, and S count as the successful completion of a course. The grades of F, W, WF, I, IP, U, NR, and V do not count as the successful completion of a course.

Remedial Course Work

No student may receive financial aid for more than 30 hours of remedial course work, which includes all College Preparatory Curriculum deficiencies and developmental courses. Federal financial aid cannot be disbursed based on enrollment in Regents' Test preparation courses.

Monitoring of Satisfactory Progress

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

Summer Semester

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

Transfer Students

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

Repeated Courses, Remedial Courses, Withdrawals, and Incompletes

Students should be careful in repeating courses, as all attempts at a course are counted in the maximum hours allowed to obtain a degree. Students are also reminded that withdrawing from a course does not count as successful completion and does not count in the required 67% completion rate each academic year. Incompletes also do not count as the successful completion of a course, and excessive incompletes can result in

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

Reinstatement of Aid

Reinstatement of Financial Aid depends upon availability of financial aid funds at the time of the application for reinstatement and other factors:

Students terminated from aid because of academic suspension or failure to complete 67% of their courses in an academic year may apply for reinstatement of aid after they have completed 9 or more semester hours with a grade or "C" or better in each course, at their own expense, at Valdosta State University, and be in good academic standing.

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

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 Obligations Resulting from Academic Load Changes

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

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

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



ACADEMIC AFFAIRS

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

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

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

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

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

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

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

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

The Graduate School: All departments offering or participating in graduate programs as well as the Division of Social Work and the Master's in Library and Information Science Program.

The Divisions of Aerospace Studies and Continuing Education.

ACADEMIC ADVISING—HOW TO GET HELP

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

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

THE ACADEMIC YEAR

All curricula and courses at Valdosta State University are offered within the framework of the semester system. Fall and spring semesters make up the traditional academic year, though students may pursue degree requirements on a year-round basis by attending the summer semester as well. Fall and spring semesters run for approximately 16 weeks each, including the examination period. The summer semester is often reduced in length, with the length of class periods appropriately adjusted.

VALDOSTA STATE UNIVERSITY—GEORGIA INSTITUTE OF TECHNOLOGY DUAL DEGREE PROGRAM

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

PREPARATION FOR PROFESSIONAL SCHOOLS

Preparation for Law School

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

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

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

Preparation for Seminaries and Theological Schools

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

SECOND BACCALAUREATE DEGREE

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

MINORS

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

Minors are available in the following program areas:

Aerospace Studies	Mathematics
African American Studies	Mathematics (Statistics)
Anthropology	Music
Art	Nutritional Science
Astronomy	Philosophy
Computer Science	Physics
Creative Writing	Political Science
English	Professional Writing
Environmental Geography	Professional and Applied Ethics
Chemistry	Psychology
French	Public Administration
Geology	Religious Studies
History	Sociology
International / Intercultural Studies	Spanish
Journalism	Speech Communication
Legal Assistant Studies	Theatre Arts
Mass Media	Women's Studies

CENTER FOR INTERNATIONAL PROGRAMS

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

1. Strengthen the international dimension of the curriculum by assuring that international issues, problems, and perspectives are appropriately represented in courses, major degree programs, and minor studies;
2. Enrich the international dimension of the co-curricular climate by sponsoring internationally oriented lectures, artistic activities, seminars, and thematic events with an international focus;
3. Provide international experiences for students and faculty by initiating and sponsoring study abroad programs and exchange agreements with foreign colleges and universities and by cooperating with external organizations and agencies that support teaching, study, and research activities abroad for faculty and students;
4. Encourage the involvement of international students and scholars in the life of the University through the provision of comprehensive support services for international students and faculty and the promotion of Valdosta State as a welcoming environment for foreign scholars and students; and
5. Heighten global awareness and understanding in the region of south Georgia by bringing together resources of the University and community in educational and civic programs for the general public and maintaining strong linkages with other institutions in the region.

Among its many activities, the Center for International Programs administers an International Studies Minor, coordinates study abroad and exchange opportunities for faculty and students, oversees support services for international students, maintains a World-Wide Web home page, and organizes each spring a major lecture series on an international theme. More information on international activities of the university is available in the Center for International Programs, located at 204 Georgia Avenue, or online at >www.valdosta.edu/cip>.

Study Abroad Opportunities

Valdosta State University offers a variety of study abroad and exchange programs. Summer programs are offered directly by the University, with VSU faculty as group leaders and in cooperation with other institutions and organizations in providing group study abroad experiences. Students may also participate in exchange programs which allow them to attend overseas universities as regular students for a semester or an academic year. These bilateral exchange opportunities are currently available in Britain, Belize, China, Czech Republic, Hungary, Japan, Mexico, and Russia. VSU is also a member of the International Student Exchange Program, ISEP, through which students may choose from over 100 universities world-wide for study abroad experiences. When participating in an exchange, students typically pay VSU tuition, dormitory, and dining hall fees to cover instruction, room, and board at a host institution abroad.

Foreign Student Advisor

A full-time foreign student advisor provides support services to the international student community at Valdosta State University. This advisor, located in the Center for International Programs, 204 Georgia Avenue, assists students in maintaining their immigration status, provides orientation to university and community life, organizes special activities for international students, and offers cultural counseling.

AEROSPACE STUDIES (AFROTC)

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

Students who complete all four years of the program are awarded a minor in Aerospace Studies. The four-year program requires completion of both the General Military Course and Professional Officer Course. Students with prior active military service or previous training at military schools may, on the basis of their experience, receive a waiver for portions of the General Military Course. Participation in high school ROTC and Civil Air Patrol training may also qualify students for waivers of portions of the

General Military Course. The two-year program requires, as a substitute for the General Military Course, completion of a six-week Field Training Course at an Air Force base prior to formal enrollment in the Professional Officer Course. Junior college and other non-ROTC college transfer students with no previous ROTC training, who qualify academically, are eligible for the two-year program.

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

GRADUATION REQUIREMENTS FOR UNDERGRADUATES

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

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

Students who change their major or interrupt their college work for more than a year become subject to the requirements of the catalog in effect at the time of the change or re-enrollment to fulfill degree requirements. Approved Change of Major forms must be submitted to the Registrar.

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

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

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

GENERAL EDUCATION

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

ENGLISH LANGUAGE PROFICIENCY

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

CREDIT BY DEPARTMENTAL EXAMINATION

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

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

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

EXEMPTION TESTS

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

INTERNSHIP GUIDELINES

Guidelines for Granting Academic Credit for Participation in Internship Programs

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

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

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

I. **Acceptable Programs.** In order to receive academic credit for an internship program, students must be enrolled in an established internship course offered by an academic department of Valdosta State University.

II. **Supervision.** All interns will be assigned a faculty supervisor from the academic department in whose internship course they enroll. Supervisors will accept direct responsibility for each intern under their supervision. Faculty supervisors will carefully work out in advance all individual internship programs according to these general guidelines and college or departmental guidelines and shall specify academic requirements. The actual work experience supervision will be by the project directors of the various internship programs.

III. **Academic Credit.**

A. Each department that desires to offer internship opportunities will establish an internship course, with the approval of departmental faculty, appropriate executive committee(s), and the Academic Committee, carrying credit of 3, 6, or 9 semester hours or variable credit up to 12 hours in increments of three hours.

B. Internship courses not required as part of the major will be counted as elective credit.

C. The number of credit hours to be granted for a particular internship experience will be determined in advance with the intern in keeping with the guidelines pertaining to credit hours as set forth below.

D. Academic credit will be granted on a satisfactory/unsatisfactory basis.

IV. **Guidelines for Granting Academic Credit.**

A. For academic credit of three semester hours, the internship will involve, at the minimum:

1. Work in an area directly or indirectly related to the major field of study.
2. Ten (10) hours of service each week.
3. A daily log of activities.

4. A report on the internship experience, relating it to the major field of study. The report will be made after completion of the internship.
- B. For academic credit of six semester hours, the internship program will involve at the minimum:
1. Work in an area directly or indirectly related to the major field of study.
 2. Twenty (20) hours of service each week.
 3. A daily log of activities.
 4. A report on the internship experience, relating it to the major field of study. The report will be made after completion of the internship.
 5. A research paper in an area appropriate to the major and bearing on some aspect of the internship program.
- C. For academic credit of nine semester hours or more, the internship program will involve at the minimum:
1. Work in an area directly related to major field of study. The program should provide an opportunity for direct application of the knowledge gained in the classroom in the major field of study.
 2. A daily log of activities.
 3. Thirty (30) hours of service each week.
 4. A report on the internship experience, relating it to the major field of study. The report will be made after completion of the program.
 5. A research paper or assessment in an area appropriate to the major and bearing on some aspect of the internship program.
 6. Academic credit of 12 semester hours will be granted for 40 hours of approved service per week

UNIVERSITY SYSTEM REGENTS' TESTING PROGRAM

Each institution of the University System of Georgia must assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess literacy competence, that is, certain minimum skills of reading and writing. Therefore students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement for graduation. The policy of the Board of Regents states, "A student holding a baccalaureate degree or higher from a regionally accredited institution of higher education will not be required to complete the Regents' Test in order to receive a degree from a University System institution."

Moreover, students will be considered as having passed a part of the test if they achieve a score on another standardized test as specified by the Senior Vice Chancellor for Academics and Fiscal Affairs, University System of Georgia. The following tests and scores are approved, and other tests will be considered as data become available:

- Students with SAT- I Verbal scores of at least 510 or ACT Reading scores of at least 23 will be considered to have fulfilled the reading comprehension requirement of the Regents' Test and do not need to take the reading portion of the Regents' Test. (Scores from institutional SAT or residual ACT tests will not be acceptable for this purpose.)
- Students with College Board Advanced Placement English Language and Composition or English Literature and Composition scores of at least 3, International Baccalaureate higher-level English scores of at least 4, or SAT II English Writing scores of at least 650

will be considered as having fulfilled the essay requirement of the Regents' Test and do not need to take the essay portion of the Regents' Test.

For more information on Regents' Test policies, see <<http://www.gsu.edu/~wwwrtp/>>.

1. Students are expected to register for and take both components of the Regents' Test prior to the accumulation of 45 semester hours of earned credit. Students should not delay initial testing beyond having earned 30 hours of degree credit and may take and fail the test as many times as needed prior to 45 hours without remediation.
2. Students who have not taken the Regents' Test prior to the end of the semester in which they will have accumulated 45 semester hours of earned credit are subject to denial of registration.
3. All students who have not passed the test, whether they have taken the test or not, by the time they earn 45 semester hours of degree credit must take the appropriate non-degree credit course or courses in remedial writing, RGTE 0199, and remedial reading, RGTR 0198, in each semester of attendance until they have passed all components of the test. These students must successfully pass the remedial course in reading and/or writing before they are allowed to take the reading and/or writing portion of the test again. Students who fail to enroll in the required remedial course will not be allowed to register at Valdosta State University.
4. Students transferring from within the University System of Georgia shall be subject to all provisions of this policy and to Valdosta State University procedures. Students transferring from outside the System with 45 or more earned semester hours shall register for and take the Regents' Test during the first two semesters of enrollment and in subsequent semesters shall be subject to all provisions of the policy and of VSU procedures.
5. Students must follow the same course registration procedure to register for both components of the Regents' Test and the remedial courses.
6. Foreign students on non-immigrant visas whose native language is not English may register for an alternative testing program. Students should register through the Foreign Student Advisor. Resident aliens, permanent residents, native speakers of English, and U.S. citizens, regardless of native language, must pass the standard Regents's Test.

Review

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

1. A formal review of the essay component of the Regents' Test may be requested by the student when: (a) there is a lack of rater unanimity on the essay component and (b) the student has passed English 1101 and English 1102. The request for review must be initiated by the mid-term of the first semester of enrollment following the semester in which the essay was failed, but in no case later than one calendar year from the semester in which the failure occurred.
2. A formal review may be initiated through the Regents' Test Coordinator in Powell Hall. To determine whether there is adequate basis for a formal review, the Head of the Department of English or a designated faculty member (who will be an experienced rater) shall grade the essay. Students may schedule a conference with the Head of the Department of English if they wish to discuss their paper.

3. If, following this conference, there appear to exist reasonable questions concerning the accuracy of the scoring of the essay, two additional VSU faculty members who are experienced essay graders shall review the essay.
4. If two of the three Valdosta State University graders rate the essay as passing, the essay is forwarded to the University System Central Office for formal review. If two of the three Valdosta State University graders rate the essay as failing, the review process is terminated without further recourse.

FOREIGN LANGUAGES

Foreign Language Requirements at Valdosta State University

1. Entrance requirement for students whose HS graduation was less than five years ago.

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

Guidelines for Modern Classical Language (MCL) Course Selection (MCL at VSU= French, Spanish, German, Latin, Japanese, and Russian)

- a) Students who elect to continue the study of their high school foreign language in order to meet requirements for the major may not take MCL 1001 in that language for credit. For review of MCL 1001 material and the completion of work equivalent to MCL 1002, they should take MCL 1111. Students who do not wish to review MCL 1001 content should take MCL 1002. To complete a six-hour requirement, they should take MCL 2001. MCL 2002 will complete the nine-hour requirement.
 - b) Students may elect to take a foreign language other than the one studied previously in high school. They should take MCL 1001, MCL 1002 (to complete the six-hour requirement), and MCL 2001 (to complete the nine-hour requirement).
 - c) MCL 1001, when taken to satisfy a deficiency in the University admissions requirement, will not be counted toward satisfying the foreign language requirement for the major. MCL 1002, 2001, and 2002 should be taken if the same language is selected, to meet the foreign language requirement for the major. If students elect to begin the study of another language, MCL 1101, 1002, and 2001 should be taken.
2. Entrance requirement for students whose HS graduation was more than 5 years ago.

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

3. Requirements for Major Programs

Throughout the various colleges of the University, majors in selected academic disciplines have established requirements in foreign language and culture to be com-

pleted as a part of their program of study. The following list indicates specific requirements, according to degrees and majors. The full listing of degree requirements should be consulted for each major.

Nine-hour foreign language requirement:

- B.A. with a major in history, mathematics, French, Spanish, philosophy, political science, legal assistant studies, sociology and anthropology, criminal justice, psychology, or art
- B.S. with a major in biology, chemistry, astronomy, environmental geography, or physics

Six-hour foreign language requirement:

- B.A. with a major in music
- B.S. with a major in computer science, applied mathematics, or mathematics with computer science option

Foreign language requirement through MCL 2001:

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

Foreign language requirement through MCL 2002:

- B.A. with a major in English

STATE OF GEORGIA LEGISLATIVE REQUIREMENTS

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

HEALTH AND PHYSICAL EDUCATION

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

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

JUNIOR AND SENIOR COLLEGE WORK

Of the total credits required for a bachelor degree, a minimum of 60 semester hours must be earned in residence in senior (four-year) institutions. Required lower division courses are introductory in nature and are designed as prerequisites to upper division work. These include courses required by the University System Core Curriculum and are to be taken normally before a student achieves junior classification.

CLASSIFICATION

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

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

ACADEMIC LOAD

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

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

ACADEMIC ADVISING

All students with a declared major must be advised by a faculty member from that major department. The advising folder will be maintained by that college or department. Registration materials, including class schedule/fee assessment forms, will be sent to the major departments by the Registrar. All students who have not chosen a major are classified as Liberal Arts Students (LAS) and are advised through the LAS Advising Center, 1114 University Center, between Entrances 7 and 8. Students in the Associate of Arts program, Community College Program, and Non-degree students will be assigned an advisor by the Dean of Arts and Sciences. Advising folders will be maintained by the dean, the LAS Advising Center, or the advising department. All registration and other academic materials will be given to the Dean of Arts and Sciences by the Registrar for distribution to the advising departments. All Learning Support students will be advised by an advisor in the Office of Student Academic Instructional Support (OASIS). Associate of Applied Science students will be advised by faculty of the Department of Adult and Career Education.

REGISTRATION

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

- Early Registration by telephone or PC held approximately six weeks before the term begins. Registration priority is based on student classification in the following order: Graduate students and seniors; juniors; sophomores; freshmen. Determine total charges via the telephone registration system or by reference to the Registration and Advising pages at VSU's Web site after registering.
- Regular Registration and drop/add by telephone or PC held immediately prior to the beginning of classes. Registration is held on a first come, first served basis. Fee- and course-schedules can be obtained over the telephone by at <<http://www.valdosta.edu>>.
- Late Late Registration and continued drop/add held for approximately three-four days after the term begins. A late fee is assessed for registration during the Late Period.

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

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

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

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

WITHDRAWAL FROM COURSES POLICY

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

Students will not be allowed to withdraw after the mid-term point of the semester as published in the school calendar as required by Board of Regents' policy; however, students may petition an exception to the Board of Regents' withdrawal deadline for cases of hardship by completing a petition for withdrawal form available in the Office of the Registrar. The petition will become a permanent part of the student's file. If the petition is approved, the instructor may assign a grade of "W" or "WF" after mid-term.

Note that "WF" is calculated in the grade point average the same as "F." Any student who discontinues class attendance after mid-term and does not officially withdraw may be assigned a grade of "F."

No fee adjustment will be made for withdrawals except as outlined in the Tuition, Fees, and Costs Section of this Catalog. The Business and Finance Office will receive a copy of the withdrawal form for refunding if applicable.

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

IN-PROGRESS GRADES

In-progress grades are reported before the mid-term date of Fall and Spring terms for students in lower division (1000- and 2000-level) courses. Students who want to review their grades on the Student Information System should log in to the VSU Homepage at <www.valdosta.edu> and select "Registration and Advising." Select "Login" on the Banner Homepage and enter your Web ID and PIN. Then select "Login" again. Select "Student and Financial Aid," then "Student Records," and finally "Academic Transcript." Those experiencing difficulties in their academic work should contact the instructor, advisor, or advising center for guidance on available options to improve their academic standing. Freshmen are also encouraged to contact the Director of the Office of Academic Student and Instructional Support (OASIS), Telephone 229-333-5934.

MEDICAL WITHDRAWALS FROM THE UNIVERSITY

A student may request to be withdrawn from the university for medical reasons. The student must contact the 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.

CHANGE IN MAJOR PROGRAM

No change in a student's major program may be made during registration. Changes in major programs are made on the basis of careful consideration and planning with the advisor well before the registration period. Any change from one major program to another, especially if made late in the student's college career, may necessitate additional courses which were not required in the major program originally selected. Additional semesters in residence may also be necessary. Both the accepting and releasing departments must approve a change of major program. Students who change their major or interrupt their college work for more than a year become subject to the requirements of the catalog in effect at the time of the change or re-enrollment to fulfill degree requirements. Approved Change of Major forms must be submitted to the Registrar.

COURSE OR PREREQUISITE SUBSTITUTIONS AND WAIVERS

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

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

ABSENCE REGULATIONS

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

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

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

Absence problems which cannot be resolved between the instructor and student should be referred immediately to the department head responsible for the course. Discontinuance of class attendance without officially withdrawing from a course is sufficient

cause for receiving a failing grade in the course. It is assumed that students will consult with their instructor in a given course before initiating procedures for withdrawing from that course. Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm, in cases of hardship, students may complete a Petition for Withdrawal form which is available in the Office of the Registrar. If the petition is approved, it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average as "F".

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

AUDITING CLASSES

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

FINAL EXAMINATIONS

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

GRADING SYSTEM

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

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

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

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

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

A cumulative grade-point average (GPA) of at least 2.00 (i.e., an average of at least "C" in all work attempted) is required for graduation from VSU. Grades for credit accepted in transfer or by examination are posted on a student's permanent record card but are not included in the calculation of the VSU cumulative grade-point average.

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

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

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

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

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

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

GRADE CHANGES

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

GRADE APPEALS

Students who have just cause to appeal the assignment of a grade must first discuss the problem with their professor. Further appeals are then directed, in order, to the professor's Department Head and Dean, and the Vice President for Academic Affairs. Copies of the final course grade appeal policy, procedures, and form are available in the Office of the Registrar

ACADEMIC RENEWAL POLICY

The Academic Renewal Policy allows Valdosta State University degree-seeking undergraduate students who have experienced academic difficulty to have one opportunity to make a fresh start at Valdosta State University after an absence of five consecutive calendar years from any postsecondary institution. If a student does not request Academic Renewal status at the time of re-enrollment, the student may do so within two academic semesters of re-enrollment or one calendar year, whichever comes first.

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

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

COURSE NUMBERING

Numbers

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

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

CROSS-DISCIPLINARY COURSES

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

RECOGNITION OF UNDERGRADUATE SUPERIOR ACHIEVEMENT

Graduation With Honors

Three levels of graduation honors recognize exceptional students qualifying for the bachelor's degree. These honors are based upon all academic work attempted, including all courses attempted at other institutions. A minimum of 60 semester hours of academic work, including any student teaching, must be successfully completed in residence at Valdosta State University. Credit by examination or exemption will not be included in the work considered for residence. Requirements have been changed effective Fall 2000.

Cum Laude	for an overall grade-point average of 3.50 and a VSU cumulative average of 3.50.
Magna Cum Laude	for an overall grade-point average of 3.70 and a VSU cumulative average of 3.70.
Summa Cum Laude	for an overall grade-point average of 3.90 and a VSU cumulative average of 3.90.

Honors shown in the graduation program reflect grades on student transcripts entered through the term immediately preceding graduation. Official honors included on diplomas include all work attempted at VSU and all other institutions, including accepted and non-accepted credit.

Dean's List

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

University Honors Program

The Honors Program offers interdisciplinary seminars, a special track of core curriculum courses, and opportunities for independent research that lead to a Certificate in University Honors. The program is designed to provide for the stimulation and challenge of academically motivated students so that they achieve their full academic potential, while at the same time providing recognition for such students' endeavors. The Honors

Program encourages connections between disciplines, interdisciplinary programs, innovative and unusual approaches to subject matter, and a reliance upon experiential learning that is fully integrated into the course content. The courses and seminars are designed to give all students in the Honors Program a shared intellectual experience in order to develop a community of learners and to encourage a spirit of collegiality in the pursuit of knowledge, a spirit that is essential for intellectual growth and personal fulfillment. Offerings include:

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

The University Honors Program also sponsors the Honors Student Association, open to all students with a grade point average of 3.0. The Honors Program is affiliated with the National Collegiate Honors Council, the Southern Regional Honors Council, and the Georgia Honors Council. These affiliations afford wide opportunity for travel to academic conventions and conferences. Application forms and additional information about the Honors Program can be found at the VSU Honors House, 2 Brookwood Circle.

ACADEMIC PROBATION AND SUSPENSION

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

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

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

I. Stages of Progress with Minimum Grade Point Averages Required

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

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

II. Academic Probation

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

III. Academic Suspension

- A student will be suspended if at the end of any term, while on academic probation, the cumulative GPA falls below the minimum specified in the table above, and the term GPA falls below 2.00.
- A first suspension will be for one semester. (See readmission procedures below.)
- A second suspension shall be for two academic semesters.
- A third or subsequent suspension shall be for one calendar year.
- Should another institution permit a student on suspension from Valdosta State University to enroll, work taken at that institution during any period of suspension shall not be counted as degree credit at Valdosta State University unless prior approval was obtained from the student's Dean at Valdosta State University.
- Any Valdosta State University students on academic suspension may enroll during any summer term at VSU; however, they must schedule and complete two 3-hour courses with a minimum GPA of 2.0 to lift suspension.

IV. Right of Appeal

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

V. Readmission Procedures

Students must make application for readmission in writing to the Director of Admissions prior to registration for the semester in which they plan to return. Following the first or second suspension, readmission on probation may be granted for unusual and

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

WORK BY CORRESPONDENCE AND EXTENSION

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

STUDENT RECORDS

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

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

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

TRANSCRIPT POLICY

A transcript is an official copy of the official permanent academic record maintained by the Registrar. Recorded on the permanent academic record are all VSU courses attempted, all grades assigned, degrees received, and a summary of transfer hours accepted with VSU equivalent course numbers indicated. Official transcripts and certifications of student academic records are issued by the Office of the Registrar for all students of the University. Copies of high school records and transfer transcripts from other schools must be requested from the institutions where the course work was taken.

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

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

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

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

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

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

DIPLOMA REPLACEMENT

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

Valdosta State University mails diplomas to graduates. The institution will replace lost or damaged diplomas, without cost to the student, when such loss or damage occurs during that mailing. The student must return damaged diplomas or documentation from the United States Post Office that the diploma cannot be located. A period of 12 to 15 weeks is required for the printer to process all special replacement orders.

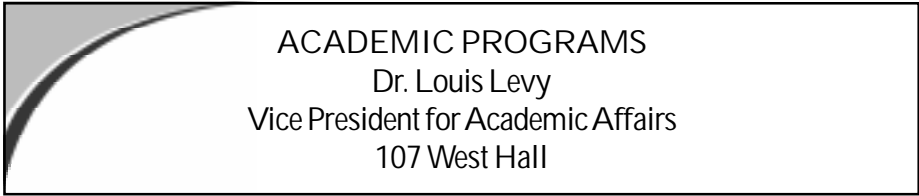
Diplomas will not be reissued when graduates change their name from that officially recorded at the time when degree requirements were met.

ENROLLING AT ANOTHER INSTITUTION AS A TRANSIENT STUDENT

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

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

Credit will not be accepted and posted to the Valdosta State University record until an official transcript has been received from the other institution, and all transfer credit requirements have been met as specified in the current VSU Catalog. Transfer credit applied to degree requirements may be used to satisfy hours but will not be calculated into the student's VSU cumulative grade point average requirements for graduation. Credit is not acceptable in transfer for students who are on academic suspension at Valdosta State University without their VSU Dean's prior approval. Valdosta State University accepts a maximum of 60 transfer semester hours from a junior college and a minimum of 90 total semester hours in transfer. Of the 40 semester hours immediately preceding graduation, at least 30 must be taken in residence at VSU. Any student admitted to the University for the final year must be in residence for two semesters and must complete in this time at least 30 semester hours in residence, including 21 hours of senior college work in the major. Students who have not attended Valdosta State University for over one year must apply for readmission and must satisfy degree requirements as specified in the VSU Catalog current at the time of reapplication.



Core Curriculum of the University System of Georgia

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

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

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

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

General Education in the University System of Georgia

From the origins of intellectual study to the present, general education has been a key to a fulfilling life of self-knowledge, self-reflection, critical awareness, and lifelong learning. General education has traditionally focused on oral and written communication, quantitative reasoning and mathematics, studies in culture and society, scientific reasoning, and aesthetic appreciation. Today, general education also assists students in their understanding of technology, information literacy, diversity, and global awareness. In meeting all of these needs, general education provides college students with their best opportunity to experience the breadth of human knowledge and the ways that knowledge in various disciplines is interrelated.

In the University System of Georgia, general education programs consist of a group of courses known as the Core Curriculum as well as other courses and co-curricular experiences specific to each institution. The attainment of general education learning outcomes prepares responsible, reflective citizens who adapt constructively to change. General education programs impart knowledge, values, skills, and behaviors related to critical thinking and logical problem-solving. General education includes opportunities for interdisciplinary learning and experiences that increase intellectual curiosity, providing the basis for advanced study in the variety of fields offered by today's colleges and universities.

Approved by the Council on General Education, October, 2004
Approved by the Chief Academic Officers, December, 2004

- For General Education in the University System of Georgia
<http://www.usg.edu/admin/accaff/newcore/>
- For additional information on the Core Curriculum Principles and Framework:
<http://www.usg.edu/admin/acadaff/handbook/section2/2.04/2.04.phtml>
- To consult the Common Student Learning Outcomes for the Core Curriculum:
<http://www.usg.edu/admin/acadaff/newcore/outcomes.html>
- To read the General Guidelines for Core Curriculum Areas A-E:
<http://www.usg.edu/admin/acadaff/handbook/section2/2.04/2.04.01.phtml>

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

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

Area A Essential Skills 9 semester hours

ENGL 1101 or ENGL 1101H 3 hours

ENGL 1102 or ENGL 1102H 3 hours

One of the following 3 hours

MATH 1101... 3 hours MATH 1111... 3 hours

MATH 1113 or MATH 1113H ... 3 hours

MATH 2261 or MATH 2261H ... 4 hours MATH 2262 ... 4 hours

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

AREAB Institutional Options (Perspectives) 4 semester hours

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

1. Perspectives on Ethics/Values
2. Perspectives on Tradition and Change
3. Perspectives on Human Expression
4. Perspectives on the Environment/Physical World
5. Perspectives on Race/Gender
6. Perspectives on Cross-Cultural Understanding/Expression
7. Perspectives on the World of Work

AREAC Humanities / Fine Arts 6 semester hours

One required course from the following 3 hours

ENGL 2110 or ENGL 2110H, ENGL 2120 or ENGL 2120H,

ENGL 2130 or ENGL 2130H, ENGL 2140

One required course from the following 3 hours

ART 1100 or ART 1100H, COMM 1100, COMM 1110,
DANC 1500, MUSC 1100, MUSC 1110, MUSC 1120,
MUSC 1130, MDIA 2000, THEA 1100, PHIL 2010
or PHIL 2010H, PHIL 2020 or PHIL 2020H, REL 2020,
WMST 2010, ENGL 2110 or ENGL 2110H, ENGL 2120
or ENGL 2120H, ENGL 2130 or ENGL 2130H, ENGL 2140,
FREN 1001, FREN 1002, FREN 1111, FREN 2001,
FREN 2002, GRMN 1001, GRMN 1002, GRMN 1111,
GRMN 2001, GRMN 2002, JAPN 1001, JAPN 1002,
JAPN 1111, JAPN 2001, JAPN 2002, LATN 1001,
LATN 1002, LATN 1111, LATN 2001, LATN 2002, \\
RUSS 1001, RUSS 1002, RUSS 1111, RUSS 2001,
RUSS 2002, SPAN 1001, SPAN 1002, SPAN 1111,
SPAN 2001, SPAN 2002 or SPAN 2002H

Area D Science, Mathematics, and Technology 11 semester hours

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

Nursing majors must follow D.2.b requirements.

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

AREA D.1

Any two courses from the following 8 hours

ASTR 1010K, ASTR 1020K, BIOL 1010/1020L,
BIOL 1030/1040L, BIOL 1951H, BIOL 1952H,
CHEM 1010, CHEM 1151K, CHEM 1152K,
CHEM 1211 and 1211L, CHEM 1212 and 1212L,
GEOG 1112K, GEOG 1113K, GEOL 1121K, GEOL 1122K,
PHYS 1111K, PHYS 1112K, PHYS 2211K, PHYS 2212K

Any one course from the following 3 hours

*ASTR 1000, BIOL 1050, BIOL 1060, BIOL 1070,
BIOL 1080, BIOL 1090, ENGR 1010, *GEOG 1110,
*GEOL 1110, MATH 1112, MATH 1261, MATH 2620,
MATH 2261, MATH 2262, PHSC 1100

* Check course restrictions in the course descriptions.

AREA D.2.a Required of majors in of astronomy, biology, chemistry, computer science, environmental geography, mathematics, physics, secondary biology education, secondary chemistry education, secondary mathematics education, secondary earth and space science education, secondary physics education, and all students in the pre-engineering program.

Mathematics, above the level taken for Area A 3 hours
For biology majors: MATH 2261, MATH 2262, or MATH 2620
For all other science or mathematics majors:
MATH 2261 or MATH 2262
(The additional hour of calculus [MATH 2261 & 2262] counts in Area F or in the major.)

Science (for all students listed above) 8 hours
BIOL 2010, CHEM 1211 and 1211L,
CHEM 1212 and 1212L, PHYS 2211K, PHYS 2212K

AREA D.2.b Required of nursing majors

Two required chemistry courses 8 hours
CHEM 1151K and CHEM 1152K

One required course from the following 3 hours
ASTR 1000, ASTR 1010K, ASTR 1020K,
BIOL 1010/1020L, BIOL 1030/1040L, BIOL 1050,
BIOL 1060, BIOL 1070, BIOL 1080, BIOL 1090,
CHEM 1010, CHEM 1211 and 1211L,
CHEM 1212 and 1212L, GEOG 1110,
GEOG 1112K, GEOG 1113K, GEOL 1110,
GEOL 1121K, GEOL 1122K, PHYS 1111K,
PHYS 1112K, PHYS 2211K, PHYS 2212K,
ENGR 1010, MATH 1112, MATH 2620,
MATH 2261, MATH 2262, PHSC 1100

Area E Social Sciences 12 semester hours

POLS 1101 or POLS 1101H 3 hours

One required course from the following 3 hours
HIST 2111 or HIST 2111H,
HIST 2112 or HIST 2112H

Any two courses from the following 6 hours
AFAM 2020/WMST 2020, ANTH 1102 or ANTH 1102H,
ECON 1500, ECON 1900H, GEOG 1100, GEOG 1101, GEOG 1102,
GEOG 1103, HIST 1011 or HIST 1011H, HIST 1012 or
HIST 1012H, HIST 1013 or HIST 1013H, POLS 2101,
POLS 2401 or POLS 2401H, POLS 2501, PSYC 2500 or
PSYC 2500H, SOCI 1101 or SOCI 1101H, SOCI 1160

Area F Courses Appropriate to the Major 18 semester hours

Requirements vary according to the major program. See the requirements for Area F in the departmental section of your major.

DEGREES OFFERED AT VALDOSTA STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

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

COLLEGE OF BUSINESS ADMINISTRATION

DEPARTMENTS	MAJOR PROGRAMS OF STUDY	DEGREES
Accounting and Finance	Accounting	B.B.A.
	Finance	B.B.A.
Management	Management	B.B.A.
Marketing and Economics	Marketing	B.B.A.
	Economics	B.B.A.

COLLEGE OF EDUCATION

DEPARTMENTS	MAJOR PROGRAMS OF STUDY	DEGREES	
Adult and Career Education	Business Education	B.S.Ed.	
	Technical, Trade, and Industrial Education		B.S.Ed.
		Administrative Services	B.S.
	Technical Studies		B.A.S.
		Cooperative Technical Program	A.A.S.
	Dental Hygiene		A.A.S.
		Early Childhood Education	B.S.Ed.
	Early Childhood and Reading Education Kinesiology and Physical Education	Exercise Physiology	B.S.E.P.
		Health & Physical Education	B.S.Ed.
		Sports Medicine/Athletic Training	B.S.
Middle Grades and Secondary Education	Middle Grades Education	B.S.Ed.	
	Secondary Education	B.S.Ed.	
Psychology and Counseling Special Education and Communication Disorders	Biology, English, French, History, Math, Chemistry, Earth and Space Science, Physics, Political Science, and Spanish		
	Psychology	B.A., B.S.	
	Communication Disorders	B.S.Ed.	
	Special Education/Mild Disabilities	B.S.Ed.	
	Special Education/Mental Retardation	B.S.Ed.	
	Special Educ./Deaf & Hard of Hearing	B.S.Ed.	
	Special Education/Interrelated	B.S.Ed.	
	Special Education/Early Childhood		
	American Sign Language/Interpreting	B.S.Ed.	

COLLEGE OF THE ARTS

DEPARTMENTS

Art

Communication Arts

Music

MAJOR PROGRAMS OF STUDY

Art

Art Education

Interior Design

Mass Media

Speech Communication

Theatre Arts

Music

Music Performance

Music Education

DEGREES

B.A., B.F.A.

B.F.A.

B.F.A.

B.F.A.

B.F.A.

B.F.A.

B.A.

B.M.

B.M.

COLLEGE OF NURSING

Undergraduate Department

Nursing

B.S.N.

THE GRADUATE SCHOOL

DEPARTMENTS

College of Arts and Sciences

Biology

English

History

Political Science

Sociology, Anthropology
and Criminal Justice

College of Business Administration

College of Education

Adult and Career Education

Curriculum & Instructional

Early Childhood and Reading
Education

Educational Leadership

Kinesiology & Physical Education

Middle Grades and
Secondary Education

Psychology and Counseling

Special Education and
Communications Disorders

College of Nursing

College of The Arts

Art

Music

Division of Social Work

Library and Information Science

MAJOR PROGRAMS OF STUDY

Biology

English

History

Public Administration

Criminal Justice

Marriage and Family Therapy

Sociology

Business Administration

Adult and Career Education

Business Education

Career Education

Instructional Technology

Curriculum and Instruction

Early Childhood Education

Reading Education

Educational Leadership

Educational Leadership

Health & Physical Education

Middle Grades Education

Secondary Education

English, History, Science,
Mathematics, Spanish

Clinical Psychology

Industrial Psychology

School Counseling

School Psychology

Special Education, Mild Disabilities

Early Childhood Special Education

Interrelated Spec.Ed/Early Childhood

Deaf and Hard of Hearing

Special Education, Mental Retardation

Special Education

Communication Disorders

Nursing

Art Education

Music Education

DEGREES

M.S.

M.A.

M.A.

M.P.A.

M.S.

M.S.

M.S.

M.B.A.

Ed.D.

M.Ed.

M.Ed., Ed.S.

M.Ed., Ed.S.

Ed.D.

M.Ed., Ed.S.

M.Ed., Ed.S.

M.Ed., Ed.S.

Ed.D.

M.Ed.

M.Ed., Ed.S.

M.Ed., Ed.S.

M.Ed.

M.S.

M.S.

M.Ed., Ed.S.

Ed.S.

M.Ed.

M.Ed.

M.Ed.

M.Ed.

M.Ed.

Ed. S.

M.Ed.

M.S.N.

M.A.E.

M.M.E.

M.S.W.

M.L.I.S.

University Course Designation Abbreviations

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



COLLEGE OF ARTS AND SCIENCES

Dr. Linda Calendrillo, Dean
1036 Biology/Chemistry Building

Mission Statement

The College of Arts and Sciences is dedicated to serving students, faculty, the institution, and the region. All programs and services are governed by a commitment to excellence that is the hallmark of the College.

To serve students. The College serves students through the Core Curriculum and through various programs of study in preprofessional, transfer, and degree programs. The Core Curriculum, most of which is delivered by departments and programs in Arts and Sciences, provides all students of the University a foundation grounded in the liberal arts disciplines of the humanities, natural sciences, social sciences, and mathematics. Learning outcomes of the Core are designed to develop critical thinking, written and oral communication skills, and the ability to use technology effectively. Beyond the Core, the mission of the College is to provide quality minors, associate, bachelor, and graduate degrees in these traditional disciplines and in interdisciplinary programs, and to serve students in programs in other Colleges. All programs are characterized by having clearly defined goals, coherent structure, currency, relevance, and rigor, and all prepare students to meet the challenges of an ever-changing world.

To serve faculty. The College serves its faculty by providing an environment in which instructional excellence is expected and valued, service to the university and community is encouraged, and scholarly activity, research, and creative endeavors are supported and rewarded. Through activities as varied as the recruitment of new faculty to the celebration of the contributions of retiring faculty, the College creates a congenial work environment that supports its faculty intellectually and professionally.

To serve the institution. Beyond program contributions, the College of Arts and Sciences seeks to serve the university community at large by its participation in the various activities that make up the life of the institution outside the classroom. Students and faculty from Arts and Sciences participate in academic and non-academic extracurricular activities, including governance organizations, and serve on departmental, college, and

university committees that contribute to the effective functioning of the institution. An integral part of the mission of Arts and Sciences is to seek out and support opportunities for collaboration with other units of the university outside of the College.

To serve the region and beyond. The College of Arts and Sciences, as the largest academic unit of Valdosta State University, plays a major role in helping the university meet its service mission to the intellectual, cultural, and economic life of the region. Through teaching, research, creative endeavors, and the spectrum of outreach and support activities provided by the students and faculty of the College, Arts and Sciences contributes to an improved quality of life for all citizens of the region.

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

The degrees of Associate of Arts, Associate of Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of General Studies, Master of Arts, Master of Public Administration, and Master of Science are granted through the College. Four interdisciplinary programs also are housed in the College of Arts and Sciences: African American Studies, Honors, General Studies, and Women's Studies.

The Bachelor of Arts degree with a major either in art or in music is offered in conjunction with the College of the Arts; the Bachelor of Arts degree with a major in psychology, the Bachelor of Applied Science degree with a major in technical studies, the Bachelor of Science degree with a major in sports medicine/athletic training, and the Bachelor of Science degree with a major in psychology are offered in conjunction with the College of Education. Detailed degree requirements may be found in the Valdosta State Catalog in sections of the departments of Art, Music, Psychology and Counseling, Adult and Career Education, and Kinesiology and Physical Education.

The Associate of Arts degree may be earned upon satisfactory completion of 60 semester hours of academic credit, to include completion of Areas A through F of the Core Curriculum. Any single Area F may be selected from among departmental listings. The Associate of Applied Science degree cooperative program and the Associate of Applied Science degree in dental hygiene with Valdosta Technical Institute are offered in conjunction with the College of Education.

DEGREE PROGRAMS OFFERED THROUGH
THE COLLEGE OF ARTS AND SCIENCES

Associate of Arts

Associate of Applied Science

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

Bachelor of Arts

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

Bachelor of Applied Science

Technical Studies	Applied Information Technology
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Bachelor of Science

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

Bachelor of General Studies

Pre-Professional Program

Although degrees are not conferred in pre-professional areas such as pre-medicine or pre-dentistry, programs of study are available that prepare students to enter other institutions where they can complete their professional training. Some programs require students to finish a four-year sequence in a major; others call for students to complete a two- or three-year sequence of study. Since requirements for pre-professional degrees vary according to programs and students' needs, it is important that students declare early their intention to pursue specialized study so that they may receive proper advising. Pre-professional areas and the departments responsible for advising are listed below.

Advising in

Department of Biology

For Programs in

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

Department of Chemistry	Medicine, Dental Medicine, Veterinary Medicine, Pharmacy
Department of Physics, Astronomy, and Geosciences	Preparation for Engineering
Department of Political Science	Preparation for Law
Department of English	Preparation for Law, Theology, or Seminary
Department of History	Preparation for Law
Department of Philosophy	Preparation for Law, Theology, or Seminary
Department of Marketing/Economics	Preparation for Law
Department of Sociology, Anthro- pology, and Criminal Justice	Preparation for Law Preparation for Social Work

REQUIREMENTS FOR UNDERGRADUATE DEGREES

Specific Requirements for the Associate of Arts Degree

1. The Associate of Arts degree may be earned by any student who completes: (a) Areas A, B, C, D, and E of the Core Curriculum, and (b) any Area F of the Core Curriculum. The minimum number of semester hours needed to fulfill these requirements is 60.
2. No more than 40 semester hours of transfer credit may be applied toward degree requirements; a minimum of 20 semester hours of lower division credit must be completed in residence.
3. The minimum cumulative grade point average for graduation is 2.00.
4. Students must demonstrate proficiency in reading and writing by passing the Regents' Testing Program Examination of the University System of Georgia. The test should be taken after completion of English 1102 or no later than the semester following the accumulation of 30 semester hours of earned credit.
5. A State of Georgia Legislative requirement states that degree candidates must possess and demonstrate a reasonable mastery of United States history, Georgia history, the United States Constitution, and the Georgia Constitution. These requirements are met by the successful completion of POLS 1101 or 1101H and HIST 2111 or 2111H or HIST 2112 or 2112H. The VSU Office of Testing in Powell Hall West offers an exemption test to transfer students whose American history course did not include Georgia history or whose political science course did not include Georgia Constitution.
6. Students must apply for and be accepted in the Associate of Arts degree program prior to completion of Associate of Arts degree requirements.
7. Academic advisement of students seeking the Associate of Arts degree shall be the responsibility of the Dean, College of Arts and Sciences.
8. An application for the degree along with evidence of payment of the graduation fee must be submitted to the Registrar two semesters prior to the anticipated graduation date.

Specific Requirements for the Degrees of Bachelor of Arts, Bachelor of Science, Bachelor of General Studies

1. A minimum of 120 semester hours of academic work in an approved program is required for graduation. The approved program must include 60 semester hours in the completed Core Curriculum.
2. The degree program requires at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.
3. Thirty of the last 40 semester hours must be completed in residence at Valdosta State, except in the Medical Technology Program and the Dual Degree Program with the Georgia Institute of Technology.
4. No more than 60 semester hours from a two-year institution, nor more than 90 semester hours from a four-year institution, may be applied toward the degree.
5. Attain a minimum overall grade point average of 2.00, and earn no grade lower than a "C" in all courses used to satisfy major field requirements.
6. Several bachelor's degree programs in the College of Arts and Sciences require the completion of a three-course or four-course sequence in a foreign language.
7. Complete at least 6 semester hours of course work numbered 3000 or above in a single discipline outside the major.
8. Students must demonstrate proficiency in reading and writing by passing the Regents' Testing Program Examination of the University System of Georgia.
9. The Regents' Testing Program Examination should be taken after completion of English 1102, but no later than the semester following the accumulation of 30 semester hours of earned credit, whether ENGL 1101 and ENGL 1102 are completed or not.
10. A State of Georgia Legislative requirement states that degree candidates must possess and demonstrate a reasonable mastery of United States history, Georgia history, the United States Constitution, and the Georgia Constitution. These requirements are met by the successful completion of POLS 1101 or 1101H and HIST 2111 or 2111H or HIST 2112 or 2112H. The VSU Office of Testing in Powell Hall West offers an exemption test to transfer students whose American history course did not include Georgia history or whose political science course did not include Georgia Constitution.
11. Not more than a total of 30 semester hours may be earned through any combination of CLEP, credit by examination, correspondence courses, extension work, and advanced placement.
12. The College of Arts and Sciences will not accept transfer credit for capstone requirements.



DEPARTMENT OF BIOLOGY
Head
Room 2035 Biology-Chemistry Building

The Department of Biology has a program of courses leading to a Bachelor of Science degree with a major in biology. In addition, the Master of Science with a major in biology is also offered. The department also participates in several pre-professional programs such as pre-dental hygiene, pre-occupational therapy, pre-physical therapy, pre-respiratory therapy, pre-optometry, and medical technology.

Biology is the study of life and represents one of the most dynamic disciplines in science. The courses offered encompass a wide range of subject matter, from cellular to organismal studies. A large selection of courses emphasizing principles and concepts allows students to concentrate in a number of subdivisions of biology. The structuring of core and elective courses in the biology program is designed to prepare students for employment in biology-related positions, as well as for advanced study in graduate school, including biology, medicine, dentistry, veterinary science, and allied health fields.

The department also participates in several two-year professional programs. Upon completion of these two-year programs, the student may qualify for an Associate of Arts degree.

B.S. DEGREE WITH A MAJOR IN BIOLOGY

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

Educational Outcomes

1. Develop and test hypotheses, collect and analyze data, and present the results and conclusions in both written and oral formats used in peer-reviewed journals and at scientific meetings.
2. Describe the evolutionary processes responsible for biological diversity, explain the phylogenetic relationships among the major taxa of life, and provide illustrative examples.
3. Demonstrate an understanding of the cellular basis of life.
4. Relate the structure and the function of DNA/RNA to the development of form and function of the organism and to heredity.
5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.

Requirements for the Bachelor of Science Degree with a Major in Biology

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

Biology majors are required to take Pre-calculus (MATH 1113) in Area A and Calculus (MATH 2261) or Statistical Methods (MATH 2620) in Area D.2.a. One hour of calculus will transfer to the upper elective hours. Biology majors are advised to take 3 hours of foreign language in Area C. Biology majors must take 8 hours of science in Area D.2.a and may choose any of the following courses: BIOL 2010, CHEM 1211 and 1211L, CHEM 1212 and 1212L, or calculus-based physics (PHYS 2211K and PHYS 2212K). If biology and/or chemistry courses are taken in Area D.2.a, Biology majors may take non-calculus based physics (PHYS 1111K and PHYS 1112K) in Area F.

Core Curriculum Area F. 18 hours

A minimum grade of "C" is required for all biology courses applied to the major. Select from:

BIOL 2010, BIOL 2230, BIOL 2270 4 hours each
CHEM 1211 and 1211L, CHEM 1212 and 1212L 4 hours each set
PHYS 1111K, PHYS 1112K 4 hours each
Foreign Language 3 hours

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

Senior College Curriculum. 60 hours

A minimum grade of "C" is required for all biology courses applied to the major.

Required Upper Division Courses for the Biology Major 17 hours

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

Additional Biology courses 11 hours

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

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

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

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


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

Total hours required for the degree 120 semester hours

The Department of Biology assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments include the following:

Examples of Outcome Assessments

1. Regular advising and evaluation of a student's academic progress are made each semester.
2. So that students possess a good foundation in basic biological principles before taking required and elective Senior College courses in biology, their academic progress in Area F core courses is monitored to ensure that they have achieved a minimum grade of "C" in biology courses applied to the major.
3. Senior Seminar, the capstone course, is used to
 - a. assess the understanding of advanced concepts and principles in biology and breadth of knowledge in key areas using the Major Field Test in biology
 - b. evaluate the student's ability to write scientifically correct reports and engage in knowledgeable discourse and debate with peers and faculty
 - c. administer an exit survey for program evaluation.



DEPARTMENT OF CHEMISTRY
Dr. James T. Baxter, Acting Head
3025 Biology/Chemistry Building

Students who complete the major in chemistry will graduate with a Bachelor of Science degree. The program in chemistry is approved by the Committee on Professional Training of the American Chemical Society. Students who complete the approved major will have their degree certified by the American Chemical Society.

All chemistry majors complete the general chemistry sequence and a common forty hour sequence of major courses. These courses, plus the prerequisite hours in physics and mathematics, provide each student with a solid background in analytical, inorganic, organic, physical and biochemistry.

Each student is required to select 6 hours of advanced chemistry courses as part of the major. The selection, made with the assistance of a departmental adviser, will be made with the postgraduate needs of the student in mind. Students who wish to pursue graduate study in chemistry should select all chemistry courses, while those who wish to accept positions in industrial or government laboratories may wish to select some chemistry and some biology courses to complete the major. Those who plan to attend professional school (medicine, dentistry, veterinary medicine, law, or business) will select courses to satisfy entry requirements in the particular program of interest.

The chemistry major is designed for students to develop the critical thinking skills needed for problem solving. Students will be able to state a problem succinctly, outline methods of solving the problem, and proceed to solve the problem after choosing a suitable method. Mastery of problem solving techniques is especially apparent in students who participate in an undergraduate research project. Although the research problems chosen for solution by students are taken from the chemical sciences, the methods developed for problem solving are applicable to other fields.

The core curriculum provides opportunity for every student in the university to obtain the skills necessary for effective written and oral communication. The department requires chemistry majors to demonstrate mastery of those skills by preparing several papers and presenting those papers in Chemistry 2210, Sophomore Seminar. Each senior must present a departmental seminar on a topic which is generally not covered in courses in the department. Successful completion of the departmental seminar will demonstrate that the student is able to search the literature on an unfamiliar topic, prepare a pertinent outline and abstract of the topic, present the material in a clear oral presentation and answer questions on the topic from both faculty and student colleagues.

B.S. DEGREE WITH A MAJOR IN CHEMISTRY

Selected Educational Outcomes

The major in chemistry is designed to prepare graduates to enter professional school, to attend graduate school or to join the work force in a government, industrial or commercial setting. Among the anticipated educational outcomes of the department are that each graduate will

1. understand, speak, and write in the language used by professional chemists;
2. demonstrate proficiency in problem solving and experimental design and show proficiency in laboratory procedure and the skills of measurement, analysis, data treatment and interpretation;
3. demonstrate an understanding of professional ethics in terms of data collection, evaluation and reporting and an understanding of environmental issues concerning handling and disposal of chemicals and chemical wastes; and understand the importance of chemistry in its impact on society;
4. demonstrate proficiency in the principles and theories that govern chemistry and appreciate the fact that chemistry is a changing discipline which requires a commitment to life-long learning.

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

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

Chemistry majors must take MATH 1113 in Area A and MATH 2261 in Area D.2.a. One hour of MATH 2261 will carry over to Area F. In Area D.2.a, chemistry majors may select eight hours from CHEM 1211/1211L, CHEM 1212/1212L, PHYS 2211K, PHYS 2212K, or BIOL 2010.

Core Area F. 18 hours¹

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

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

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

Senior College Curriculum.	60 hours
Of the 60 semester hours, 39 must be in courses numbered 3000 or above.	
CHEM 2210	1 hour
CHEM 3401, CHEM 3402, CHEM 3510	12 hours
CHEM 3601, CHEM 3601L	5 hours
CHEM 3801, CHEM 3802	8 hours
CHEM 4310	4 hours
Advanced courses in Chemistry	6 hours
Modern Foreign Language ³	6-9 hours
Electives ⁴	15-18 hours

³ If three hours of language are taken in Area C of the core, only six will be required in this portion of the major.

⁴ Includes hours which carry over from Area F.

Total hours required for the degree 120 semester hours

CHEMISTRY MAJOR PRE-PROFESSIONAL OPTION

Senior College Curriculum.	60 hours
Of the 60 semester hours, 39 must be in courses numbered 3000 or above.	
CHEM 2210	1 hour
BIOL 2010	4 hours
Science elective, 2000 or above ⁵	4 hours
CHEM 3401, CHEM 3402, CHEM 3510	12 hours
CHEM 3601, CHEM 3601L	5 hours
CHEM 3801	4 hours
Upper Division mathematics, computer science, or science electives ⁶	3-4 hours
Modern Foreign Language ⁷	6-9 hours
Electives ⁸	9-12 hours

⁵ Students who wish to attend medical, dental, or veterinary school or emphasize biochemistry in the chemistry program shall elect BIOL 2270.

⁶ Students who wish to emphasize biochemistry shall take CHEM 3602 and CHEM 3802.

⁷ If three hours of language are taken in Area C of the core, only six will be required in this portion of the major.

⁸ Includes hours that carry over from Area F. Students who wish to emphasize biochemistry shall elect at least 3 hours in chemistry or biology, selected with the approval of their advisor.

Examples of Outcome Assessments

In order to follow the success with which the educational outcomes are fulfilled the chemistry department will develop a number of assessment techniques, both formal and informal. The formal assessment techniques include the following:

1. The department will maintain a portfolio of each chemistry major that will contain the following materials.
 - a. results of discipline related American Chemical Society Examinations.
 - b. samples of written assignments (papers and laboratory reports) from upper division classes.
 - c. faculty evaluation of the student's senior seminar and abstract.
2. Each student will present a seminar on a subject related to chemistry in the senior year. The student will gather and organize the necessary information, develop appropriate visual media, and write an abstract of the talk.
3. A formal alumni interview will be used to evaluate the program.
4. The office of Institutional Research and Planning will be asked to assist in the design and distribution of an alumni survey to evaluate the program.

The chemistry department requires that the prerequisites for a number of chemistry courses be completed with a grade of "C" or better. Majors in the department should consult an advisor at frequent intervals to be certain that prerequisites are met at the appropriate time and with a suitable grade.

Minor in Chemistry	15-18 hours
CHEM 3401, CHEM 3402, CHEM 3601	11 hours
Four to seven hours selected from CHEM 2310 or any upper-division chemistry courses	4-7 hours



ENGINEERING

Dr. Barry Hojjatie, Coordinator
Room 1169, Nevins Hall

ENGINEERING TRANSFER PROGRAMS

Engineering is the application of mathematical and scientific principles, technological tools, and practical experience to the solution of real-world problems. Engineering at Valdosta State University is part of the Department of Physics, Astronomy, and Geosciences. It is considered a pre-engineering discipline, since no degree in engineering is offered. However, courses from engineering, the sciences, mathematics, computer science, humanities, and the social sciences provide a strong and intensive curriculum that effectively covers two to three years of work for a wide variety of engineering fields. The remaining course work required for a Bachelor's degree is completed by transfer to a four-year engineering institution. Formal agreements exist for transfer to the Georgia Institute of Technology and to Mercer University, but informal transfer arrangements can also be made with other qualified institutions. The Engineering Dual Degree Program with Georgia Institute of Technology enables students to earn a B.S. degree from Valdosta State University and a B. S. in engineering degree from Georgia Institute of Technology.

The Pre-Engineering program is designed to prepare students to transfer as third-year students into an engineering curriculum at a degree-granting institution. A major part of this program is the Regents' Engineering Transfer Program (RETP) administered by the Georgia Institute of Technology. The program covers course work through the first two years in four major tracks: Civil Engineering, Electrical and Computer Engineering, Industrial Engineering, and Mechanical and Aerospace Engineering. Other alternatives for transfer in engineering include the Mercer University Transfer Program in Biomedical Engineering, Computer Engineering, Electrical Engineering, Environmental Engineering, Industrial Engineering, and Mechanical Engineering, and the Regular Transfer option to University of Georgia in Agricultural Engineering and Biological Engineering. The Regular Transfer program option also includes transfer to Southern Polytechnic State University to complete a Bachelor of Science degree in an engineering technology major.

Students who desire to enter one of these programs should consult the pre-engineering coordinator as early as possible to understand the requirements of the program and to develop an acceptable program of study. This contact is particularly important for planning the specialized Dual Degree curriculum.

Students in the pre-engineering program may be able to gain related work experience through the VSU Co-op Program. Such experience may prove valuable in terms of career exploration, acquisition of new skills, and career development. In most cases, the Co-op work contract can be continued without interruption after a student transfers to a four-year engineering school. Students seeking more information should contact the Coordinator of Pre-Engineering or the Office of Cooperative Education.

PRE-ENGINEERING TRANSFER PROGRAMS

Selected Educational Outcomes

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

Recommended Courses for the REGENTS' ENGINEERING TRANSFER PROGRAM

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

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

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

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

FALL SEMESTER	HRS	SPRING SEMESTER	HRS
1st YEAR			
MATH 1113	(3)	MATH 2261	(4)
CHEM 1211 & 1211L	(4)	CS 1010	(3)
ENGR 2010	(2)	ENGR 2500	(3)
ENGL 1101	(3)	ENGL 1102	(3)
POLS 1101	(3)	HIST 2111 or HIST 2112	(3)
Total Hours	15	Total Hours	16
		+ RGTR 0196	
		+ RGTE 0197	
2nd YEAR			
MATH 2262	(4)	MATH 2263	(4)
PHYS 2211	(4)	PHYS 2212	(4)
CS 1301	(4)	ENGR 2200	(3)
ENGL 2110, ENGL 2120, ENGL 2130, or ENGL 2140	(3)	BIOL 2010	(4)
Total Hours	15	Total Hours	15
3rd YEAR			
MATH 3340	(3)	MATH 2150	(3)
ENGR 3210	(3)	ENGR 3220	(3)
AREA C (COMM 1100 *)	(3)	ECON 2105 or ECON 2106	(3)
GEOG 1121	(4)	(ENGL 3020 *)	(3)
KSPE 2000	(2)	AREA E	(3)
Total Hours	15	Total Hours	15

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

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

Other supporting courses: CS 1302, MATH 3600

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

FALL SEMESTER	HRS	SPRING SEMESTER	HRS
1st YEAR			
MATH 1113	(3)	MATH 2261	(4)
CHEM 1211& 1211L	(4)	CS 1010	(3)
ENGR 2010	(2)	(ENGR 2500 *)	(3)
ENGL 1101	(3)	ENGL 1102	(3)
POLS 1101	(3)	HIST 2111 or 2112	(3)
Total Hours	15	Total Hours	16
		+ RGTR 0196	
		+ RGTE 0197	
2nd YEAR			
MATH 2262	(4)	MATH 2263	(4)
PHYS 2211	(4)	PHYS 2212	(4)
CS 1301	(4)	ENGR 2310	(4)
ENGL 2110, ENGL 2120, ENGL 2130, or ENGL 2140	(3)	AREA C (COMM 1100 *)	(3)
Total Hours	15	Total Hours	15
3rd YEAR			
MATH 3340	(3)	MATH 2150	(3)
ENGR 3320	(3)	(ENGR 2200*)	(3)
CS 1302	(4)	AREA D #	(4)
ECON 2105 or 2106	(3)	ENGR 2320	(3)
AREA E	(3)	KSPE 2000	(2)
Total Hours	16	Total Hours	15

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

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

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

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

FALL SEMESTER	HRS	SPRING SEMESTER	HRS
1st YEAR			
MATH 1113	(3)	MATH 2261	(4)
AREA D #	(4)	CS 1010	(3)
ENGR 2010	(2)	(ENGR 2500 *)	(3)
ENGL 1101	(3)	ENGL 1102	(3)
POLS 1101	(3)	HIST 2111 or HIST 2112	(3)
Total Hours	15	Total Hours	16
		+ RGTR 0196	
		+ RGTE 0197	
2nd YEAR			
MATH 2262	(4)	MATH 2263	(4)
PHYS 2211	(4)	PHYS 2212	(4)
CS 1301	(4)	CS 1302	(4)
ENGL 2110, ENGL 2120, ENGL 2130, or ENGL 2140	(3)	AREA C (COMM 1100 *)	(3)
Total Hours	15	Total Hours	15
3rd YEAR			
AREA D #	(4)	MATH 2150	(3)
PSYC 2500	(3)	ENGR 2200	(3)
ECON 2105	(3)	ECON 2106	(3)
MATH 3600	(3)	(ENGL 3020 *)	(3)
KSPE 2000	(2)	Total Hours	12
Total Hours	15		

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

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

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

FALL SEMESTER	HRS	SPRING SEMESTER	HRS
1st YEAR			
MATH 1113	(3)	MATH 2261	(4)
CHEM 1211 and 1211L	(4)	CS 1010	(3)
ENGR 2010	(2)	ENGR 2500	(3)
ENGL 1101	(3)	ENGL 1102	(3)
POLS 1101	(3)	HIST 2111 or HIST 2112	(3)
Total Hours	15	Total Hours	16
		+ RGTR 0196	
		+ RGTE 0197	
2nd YEAR			
MATH 2262	(4)	MATH 2263	(4)
PHYS 2211	(4)	PHYS 2212	(4)
CS 1301	(4)	ENGR 2200	(3)
ENGL 2110, ENGL 2120, ENGL 2130, or ENGL 2140	(3)	AREA C (COMM 1100 *)	(3)
Total Hours	15	Total Hours	14
3rd YEAR			
MATH 3340	(3)	MATH 2150	(3)
ENGR 3210	(3)	ENGR 3220	(3)
AREA D #	(4)	ECON 2105 or ECON 2106	(3)
AREA E	(3)	(ENGL 3020 *)	(3)
KSPE 2000	(2)		
Total hours	15	Total Hours	12

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

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

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

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

Recommended Courses for the
MERCER UNIVERSITY TRANSFER PROGRAM

For All Majors (Biomedical, Computer, Electrical, Environmental, Industrial, and Mechanical Engineering) :

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

Recommended Courses for
REGULAR TRANSFER TO UNIVERSITY OF GEORGIA

All Majors (Agricultural Engineering, Biological Engineering):

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

Examples of Outcome Assessments

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

DUAL DEGREE PROGRAM

The Dual Degree program offers a student the opportunity to earn a Bachelor of Science degree from Valdosta State University and, in addition, a Bachelor of Science degree in engineering from Georgia Institute of Technology within a total time period of approximately five years. Three-fourths of the Valdosta State University degree requirements are completed before transfer to Georgia Institute of Technology (nominally three years), while the remaining Valdosta State University degree requirements and the remaining engineering degree requirements are completed at Georgia Institute of Technology (nominally two years). The bachelor's degree from Valdosta State University may be awarded when the student has satisfied the degree requirements.

The major selected at Valdosta State University should be one that can easily incorporate the mathematics and science courses required in the first two years of the engineering field the student plans to enter, i.e., either applied mathematics, computer science, physics, or chemistry. Other majors make the five-year time period unfeasible. The second degree at Georgia Institute of Technology may be selected from any of the fields of engineering.

Selected Educational Outcomes

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

Recommended Courses For The Dual-Degree Program

Major: See course requirements for VSU major. Students must complete at least 90 hours at VSU before transferring. See the Dual-Degree Coordinator for additional requirements that must be satisfied before transferring.

Supporting Courses/Electives: Students take the following courses as they fit into the major requirements at VSU and the engineering requirements at Georgia Tech: ENGR 2010, 2200, 2310, 2500, 3210, 3220, 3320, MATH 2150, 3340.

The remaining 30 (or fewer) hours required for the VSU degree must be taken at Georgia Institute of Technology, to be accepted as transfer credit by Valdosta State University.

Examples of Outcome Assessments

The curricula used at VSU to prepare engineering students to transfer is controlled primarily by the courses required at the degree-granting institutions. To be accepted as transfer credit, VSU courses must duplicate the corresponding courses at the transfer institution. Assessment of the VSU engineering program must therefore monitor the individual course contents, which can change from time-to-time, as well as the success of the students who transfer. To monitor the progress of students who transfer, records of the final grades, degree conferred, and any honors received are maintained and examined annually to determine the effectiveness of the Dual-Degree Program in Engineering. Transfer students will also have an opportunity to evaluate their Dual-Degree experience during their final year at Georgia Tech. This evaluation will provide almost immediate feedback and will be a valuable assessment tool.



DEPARTMENT OF ENGLISH

Dr. Mark Smith, Head

Room 207, West Hall

The Department of English offers four programs of study that lead to a B. A. degree in English and two programs that lead to an M. A. degree in English. The Department also offers minors in English, Journalism, Creative Writing, and Professional Writing.

The programs in the English Department build upon the basic knowledge, skills, and values provided by the University Core Curriculum while preparing students for a wide range of careers as well as for graduate study in numerous fields. The Traditional Track provides a pre-law and pre-theology education as well as prepares students for graduate study in English. The Journalism Track prepares students for careers in print journalism, editing, and in-house news writing. The Creative Writing Track prepares students for graduate study as well as careers in publishing and related fields. The Professional Writing Track also prepares students for graduate study as well as careers in law, business, advertising, and publishing. Students in every Track are encouraged to gain work experience related to their major through internships or the VSU Cooperative Education Program. Each of the Department's Tracks emphasizes the importance of critical thinking skills, encourages an appreciation of diverse cultural perspectives, and develops a greater understanding of the cognitive, emotive, and aesthetic dimensions of language as an avenue of self-knowledge, cultural understanding, and social responsibility.

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

BACHELOR OF ARTS DEGREE WITH A MAJOR IN ENGLISH

Selected Educational Outcomes

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

ESOL ENDORSEMENT

The English to Speakers of Other Languages (ESOL) Endorsement provides credentials to teach English as a second language in Georgia. An ESOL endorsement can be pursued by undergraduate or graduate students working toward possessing certification in a teaching field (T-4 certification) or in speech and language pathology or by students working toward possessing certification in school counseling, provided that a teaching field has been established. Students add the ESOL endorsement by

completing the following courses: LING 4000/ENGL 6000 (Elements of Linguistics), LING 4160/ENGL 6000 (Sociolinguistics), and FLED 4600/6800 (Methods and Materials for Teaching ESOL).

Requirements for the Bachelor of Arts with a Major in English

Core Curriculum Areas A-E* (See VSU Core Curriculum)	42 hours
Core Curriculum Area F*	18 hours
ENGL 2060	3 hours
ENGL 2110, 2120, or 2130	3 hours
(Student may choose one of the above courses not taken in Area C.)	
Foreign Language and Culture through 2002	6-12 hours
ART 1100, COMM 1100, MUSC 1100, THEA 1100, HIST 1011, HIST 1012, HIST 1013, PHIL 2010, PHIL 2020	0-6 hours

* All core classes with an ENGL prefix (ENGL 1101, ENGL 1102, ENGL 2060, ENGL 2110, ENGL 2120, ENGL 2130, and ENGL 2140) must be completed with a grade of "C" or better.

Traditional Track

Senior College Curriculum	60 hours
Courses required for the Major	39 hours
ENGL 3110, ENGL 3120, ENGL 3210	9 hours
ENGL 3060	3 hours
(prerequisite or corequisite to all 4000-level courses)	
ENGL 3080 or ENGL 3090	3 hours
One British period course (ENGL 4110-4150)	3 hours
One American period course (ENGL 4210-4240)	3 hours
One genre course	3 hours
(ENGL 4320, 4330, 4340, 4350, 4410, or 4420)	
Four 3-hour electives from ENGL, CRWR, JOUR, or LING (one Foreign Language literature course numbered 4000 or above may be substituted)	12 hours
ENGL 4900 Senior Seminar	3 hours
Minor and/or Elective courses	21 hours
Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of ENGL.	

Total hours required for the degree 120 semester hours

Or

Journalism Track

Senior College Curriculum	60 hours
Courses Required for the Major	40 hours
ENGL 3110, ENGL 3120, ENGL 3210	9 hours
JOUR/ENGL 3080	3 hours
ENGL 3400, JOUR 4500	6 hours
ENGL 3600	1 hour

JOUR 3510, JOUR 3540, JOUR 3570 9 hours
 JOUR 3520 1 hour
 Two electives from the following list 6 hours
 JOUR 4510, JOUR 4520, JOUR 4550,
 CRWR/ENGL 3-hr writing course
 JOUR 2500 and/or JOUR 4800 3-12 hours
 ENGL 4900 3 hours
 Minor and/or elective courses 19 hours
 Must include at least 6 hours of courses numbered
 3000 or above in a single discipline outside of JOUR.
 Total hours required for the degree 120 semester hours

Or

Professional Writing Track

Senior College Curriculum 60 hours
 Courses required for the Major 40 hours
 ENGL 3110, ENGL 3120, ENGL 3210 9 hours
 ENGL 3010, ENGL 3020, or ENGL 3030 3 hours
 ENGL 3080, ENGL 3090 6 hours
 ENGL 3600 1 hour
 ENGL/JOUR 4500 3 hours
 ENGL 4600, ENGL 4620, ENGL 4630 9 hours
 Elective in CRWR, JOUR, or LING 3 hours
 CS 1000 or CS 1010 3 hours
 ENGL 4900 3 hours
 Minor and/or Elective Courses 20 hours
 Must include at least 6 hours of courses numbered
 3000 or above in a single discipline outside of ENGL.
 Total hours required for the degree 120 semester hours

Or

Creative Writing Track

Senior College Curriculum 60 hours
 Courses required for the Major 40 hours
 ENGL 3110, ENGL 3120, ENGL 3210 9 hours
 ENGL 3060 3 hours
 (prerequisite or corequisite to all 4000-level courses)
 ENGL 3080 or ENGL 3090 3 hours
 One British Period course (ENGL 4110-4150) 3 hours
 One 20th-Century American literature course 3 hours
 One 4000-level ENGL course 3 hours
 ENGL 3600 Professional Writing 1 hour
 ENGL/CRWR 3400 Creative Writing 3 hours
 One three-course CRWR sequence 9 hours
 CRWR 3440, CRWR 4440, ENGL/CRWR 4410 or
 CRWR 3460, CRWR 4460, ENGL/CRWR 4420 or
 CRWR 3420, ENGL/JOUR 4520, ENGL/CRWR 4420
 ENGL 4900 3 hours

Minor and/or Elective courses20 hours

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

Total hours required for the degree 120 semester hours

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

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

Examples of Outcome Assessments

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

Institutional Cross-training Certificate for Journalism and Mass Media Students

To earn a institutional certificate, students who are earning a minor in print journalism or who are majoring in English with a journalism emphasis will be required to pass the following courses with a grade of "C" or better:

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

To earn a institutional certificate, students who are earning a minor or major in mass media will be required to pass the following courses with a grade of "C" or better:

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

Minor in Creative Writing	15 hours
CRWR/ENGL 3400	3 hours
One two-course CRWR sequence:	6 hours
Chosen from CRWR 3440 and CRWR 4440	
CRWR 3460 and CRWR 4460	
CRWR 3420 and JOUR/ENGL 4520	
Two ENGL electives at the 3000 or 4000 level	6 hours
 Minor in English	 15-18 hours
ENGL 2140 (if not taken in Area C or F)	3 hours
ENGL 3110, ENGL 3120, ENGL 3210	9 hours
Two electives numbered 3000 or above	6 hours
from ENGL, CRWR, JOUR, or LING	
 Minor in Journalism	 18 hours
JOUR/ENGL 3080	3 hours
JOUR 3510, JOUR 3540, JOUR 3570, JOUR 4500	12 hours
One elective from the following list:	3 hours
JOUR 4510, JOUR 4520, JOUR 4550	
 Minor in Professional Writing	 16 hours
ENGL 3010, ENGL 3020, or ENGL 3030	3 hours
ENGL 3600	1 hour
ENGL 3080, ENGL 3090, ENGL 4630	9 hours
One elective from the following list:	3 hours
ENGL 4600, ENGL 4620, ENGL/JOUR 4500	

BACHELOR OF GENERAL STUDIES DEGREE PROGRAM

Ms. Marsha Walden, Coordinator
1114 University Center

There are two tracks within the General Studies degree program

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

Track Two allows students to build an interdisciplinary program from the ground up, offering an opportunity to explore vital connections among disciplines that will lead to exciting and far ranging results. It is often at the intersection of disciplinary boundaries that new work is being done, which will have substantial benefits to the individual pursuing these studies, as well as to society, where broad thinkers who can synthesize disparate materials are usually welcome. For the student who has a desire to develop a more personalized educational program, one that moves beyond the boundaries of the traditional major, the Bachelor of General Studies, Track Two, is the place to begin exploration and conversation. Faculty advisors from appropriate departments of the university provide curriculum guidance. Working closely with both the General Studies Track Two Coordinator and faculty advisors, students prepare individual programs of study consistent with their own plans and expectations. Admission to Track Two must occur prior to the completion of the last 30 semester hours before graduation. Students must also have a minimum grade point average (GPA) of 2.50 in order to be admitted to Track Two. This GPA is based on all course work, including transfer courses.

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

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

Selected Educational Outcomes (Track Two)

1. Students will be able to articulate reasons for the interconnectedness of their chosen fields of study.
2. Students will demonstrate knowledge in depth as well as in breadth through a selected range of their fields of study.
3. Students will demonstrate critical, analytical, and synthesizing skills that characterize exploration beyond disciplinary boundaries.

4. Students will engage in professionally oriented activities geared toward individual career or post-graduate goals.

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

Track One

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

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

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

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

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

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

or

Track Two

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

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

Foreign Language and Culture courses 6 hours

GENS 2000 3 hours

Courses approved by general advisor in Areas B-F that
have an interdisciplinary approach 9 hours

*All courses must be completed with a grade of "C" or better.

Track One

Courses Required for the General Studies Major 60 hours

Students choose one of the following options:

(a) Primary Concentration 21 hours

1st Secondary Field of Study 12 hours

2nd Secondary Field of Study 12 hours

Free Electives 12 hours

GENS 4100 or GENS 4900 3 hours

(b) Emphasis Area One 15 hours

Emphasis Area Two 15 hours

Emphasis Area Three 15 hours

Free Electives 12 hours

GENS 4100 or GENS 4900 3 hours

In each concentration and emphasis, one course may be at the 1000-2000 level; all others must be at the 3000-4000 level. All courses must be completed with a grade of "C" or better.

or

Track Two

Courses Required for the General Studies Major

With Particular Interdisciplinary Concentrations 60 hours

1st Related Field of Study 18 hours

2nd Related Field of Study 15 hours

3rd Related Field of Study 12 hours

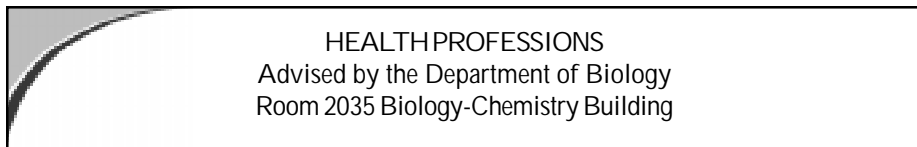
GENS 4000 (3 hours) Guided Electives (12 hours) 15 hours

In each field, one course may be at the 1000-2000 level; all others must be at the 3000-4000 level. All courses must be completed with a grade of "C" or better. Once a program of study is approved, a student who wishes to alter that program must secure approval from all advisors concerned and the General Studies Track Two Coordinator.

Total hours required for the degree 120 semester hours

Examples of Outcome Assessments

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




Most programs in the health professions require four years of study to complete the degree requirements that are prerequisite for eligibility to take licensing or certification exams. Valdosta State University provides two- or three-year pre-professional programs in the allied health fields listed below.

After completing one of these junior college curricula, students may qualify for the Associate of Arts degree from Valdosta State University and are eligible to apply for admission to an appropriate institution for completion of the professional training required for the baccalaureate degree.

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

Community Health Nutrition
Dental Hygiene
Medical Records Administration
Medical Technology
Occupational Therapy
Optometry

Pathologist's Assistant
Pharmacy
Physical Therapy
Physician Assistant
Respiratory Therapy



DEPARTMENT OF HISTORY
Dr. Paul Riggs, Head
Room 210, Ashley Hall North

The Department of History provides an undergraduate program that leads to the Bachelor of Arts degree with a major in history. The Department also offers a minor in history.

The undergraduate major and minor in the Department of History are designed to help students to further and to complete their general education by building upon the foundation that is afforded by the University's Core Curriculum. The programs also provide students with the basic knowledge, skills, and values required for professional careers in history and for advanced study in the field. The program is a flexible one that presents students with opportunities to supplement the major by taking one or two minors or even a second major.

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

Traditionally, teaching has been a career possibility, but, as well, graduates of the program in history are prepared to enter graduate school for further study, to seek employment in business or government, in museums and libraries, in publishing, journalism, and advertising, or to enter the military, politics, or theology. A degree in history is excellent preparation for business school or law school.

Students who are interested in the history major or who have questions about the vocational possibilities of the major should consult with members of the Department of History in Ashley Hall.

B.A. DEGREE WITH A MAJOR IN HISTORY

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

Selected Educational Outcomes

1. Students will demonstrate knowledge of major political developments in history.
2. Students will demonstrate knowledge of major social developments in history.
3. Students will communicate effectively in writing and orally.
4. Students will demonstrate the ability to engage in critical analysis and historical interpretation.

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

Core Areas A - E (See VSU Core Curriculum) 42 hours
Core Area F 18 hours

Foreign Language and Culture¹ 6 hours
HIST 1011 or HIST 1012 or HIST 1013 3 hours
HIST 2111 or HIST 2112 3 hours
Electives 6 hours
HIST 1011/HIST 1012/HIST 1013, if not taken in Area E.

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

ANTH 1102, CS 1000, ECON 1500, GEOG 1101, GEOG 1102,
GEOG 1103, MATH 2620, PHIL 2010, POLS 2101, POLS 2401,
POLS 1102, PSYC 2500, REL 2010, SOCI 1101, SOCI 1160

¹Only two of three required courses in a single foreign language can be taken in Area F. The third course must be taken in Area C or in the Senior College.

Senior College Curriculum 60 hours

HIST 3000 3 hours

Upper division courses in History 24 hours

Courses numbered above 3000, including at least
one each in: a) European or British History; b) United
States History; c) Latin American, African, or
Asian History

HIST 4950 3 hours

Foreign Language and Culture 0-3 hours
(if not taken in Area C)

Minor and/or Electives 27-30 hours

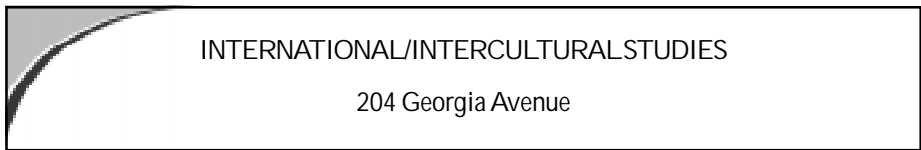
Must include at least six (6) semester hours in
courses numbered 3000 or above in a single
discipline outside the history major.

Total hours required for the degree 120 semester hours

Examples of Outcome Assessments

1. As a matter of established departmental policy, all upper division courses require written work in the form of essays, research papers, and other similar projects that help determine progress in written communication skills, analytical and interpretive skills, and mastery of course content.
2. Senior Seminar is designed to measure student progress in the program in the mastery of effective oral and written communication, the acquisition of skills in critical analysis and historical interpretation, and the ability to make effective use of library resources and computer and information technology.
3. When such information is available, the department will use as an assessment tool the results of University-wide collection of data that relate to the major and to History Department graduates.

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



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

Selected Educational Outcomes

1. To clearly describe the parameters of international studies as a field of inquiry and practice, both in historic perspective and current usage;
2. To evaluate career possibilities that are international in nature as well as the most suitable educational paths to those careers;
3. To appreciate the complexities of cultural differences and the impact of these differences on cross-cultural understanding;
4. To apply the tools of research to a major international and inter-disciplinary problem, issue, or phenomenon;
5. To express thorough knowledge of a particular international problem, world region, or international dimension of an academic discipline.

The minor in International Studies consists of (1) a core component that is required of all students taking the minor and (2) a minor concentration tailored to individual student interests and backgrounds.

Minor in International Studies 15 hours

Core requirements INTL 2090 and INTL 4800 6 hours

Minor concentration 9 hours

Must include at least 6 hours of upper-division course-work. The concentration consists of three courses related either to a particular world region of interest to the student, to an international problem or issue, or to the comparative application of a particular discipline. Students' selection of courses must be approved by a designated advisor within their major as well as by the Director of International Programs. Courses within the concentration may be distributed as follows:

1. Existing courses within the curriculum that address the region, international problem, or disciplinary dimension of interest to the student 0-9 hours
2. Completion of a language course at the intermediate level or above appropriate for the focus of the student's concentration 0-3 hours
3. Special topics courses compatible with the student's approved concentration 0-6 hours
4. The Model United Nations course (INTL 3170), if the focus of the course is appropriate to the student's concentration: 0-6 hours
5. Completion of a study abroad experience relevant to the student's approved concentration: 0-6 hours

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



EUROPEAN UNION STUDIES CERTIFICATE
Dr. Michael Baun, Campus Representative
247 West Hall

The certificate in European Union Studies is operated under the supervision of the European Council of the University System of Georgia. The program is open to all institutions and students of the University System as well as to professionals with an undergraduate degree. The program's purpose is to promote knowledge of the European Union (EU) and certify individuals as competent in the subject area of EU studies. Since the EU is the most important economic and political partner of the United States, this certification demonstrates valuable professional expertise to potential employers. For students in the academic track, the interdisciplinary certificate can be earned as a supplement to any conventional undergraduate degree.

Admission to the Program

A certificate in European Union Studies can be earned in one of two ways. Under the academic track, a certificate is taken in tandem with an undergraduate degree program. Students from all academic majors are eligible to participate so long as they possess a minimum 2.75 cumulative Grade Point Average (GPA). Under the professional track, non-degree students—such as business executives—are eligible to enroll in the program upon proof of a valid undergraduate degree from an accredited institution. The minimum GPA requirement is waived.

Under either track, an application to the program cannot be made until successful completion of the following: (1) the introductory course on the European Union (POLS 4380) with a grade of "C" or better, (2) 30 semester hours of academic credit, and (3) a course in World or Western Civilization (HIST 1011, 1012, or 1013).

The European Union Studies Certificate

To earn the EU Studies certificate, students must complete the certificate curriculum (18 hours) and fulfill the practicum experience requirement. Students must have a 3.0 cumulative GPA in curriculum courses upon completion of the program. An official certificate is awarded upon graduation, and the certificate is noted on a student's permanent transcripts.

Practicum Experience

Since it is deemed crucial that students demonstrate more than an academic knowledge of the European Union to be certified as adequately prepared in the subject, a "real-life" practicum experience pertaining to the EU must be performed either in the form of an overseas visit or an internship. The overseas option is broadly defined and can be accommodated by a wide range of activities, including study or research abroad. The same flexibility applies to the internship, which can be served domestically or internationally. A student's specific practicum experience must be approved by the program's campus representative.

The EU Studies Certificate Curriculum	18 hours
The European Union (POL5 4380).....	3 hours
Multidisciplinary Menu.....	12 hours

A student must complete 4 courses from an approved menu of courses dealing substantially with the EU. These courses must be distributed among at least three different discipline areas: Social Sciences, Humanities and Fine Arts, Business and Economics, and Natural and Health Sciences. The program's campus representative decides which courses qualify for the certificate. No more than one course in this menu can be taken at the 1000-2000 level, with the exception of EU Studies online courses (see below) and study abroad courses. Students may substitute for up to two menu courses by performing an internship or composing a thesis.

Capstone Seminar in EU Studies	3 hours
Taken either as a Directed Study (POL5 4700) or online course	

Online Courses and Transatlantic Joint Certificate

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

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

Areas of Distinction

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

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

The foreign language distinction must be earned in a European language approved by the program's campus representative as appropriate to the certificate's objectives. A student with prior language skills can earn a distinction by successful completion of an examination demonstrating competence equivalent to the 2000 level. The exam is administered at the student's home institution.

The thesis can be written anytime during the final year of study. It is supervised by a committee composed of three faculty members representing at least two different academic disciplines. The program's campus representative maintains a more detailed description of thesis requirements.



DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Dr. Mylan Redfern, Head
Room 2121, Nevins Hall

The Department of Mathematics and Computer Science is a multidisciplinary department with programs leading to baccalaureate degrees in mathematics, applied mathematics, mathematics with computer-science option, computer science, and computer information systems. The department also supports two interdisciplinary degrees: a degree in mathematics that is offered in conjunction with the College of Education's program for secondary school teachers, and the Bachelor of Applied Science degree track in Applied Information Technology. Additionally, the department offers minors in mathematics, mathematics (statistics track), and computer science.

The programs in the department are designed to give the student the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and that are required for professional careers in the mathematical and computing sciences. Moreover, through a series of sequenced courses, the department prepares the student for more advanced study, either at the graduate level or through company training programs. The requirements of the programs have been designed in keeping with national norms of excellence and according to well established model curricula where they exist. The major common feature shared by all the department's programs is the stress on critical thinking skills.

Students may gain work experience related to their major through the VSU Co-Op Program. Such experience may prove valuable in terms of career exploration, acquisition of new skills, and career development.

B. S. DEGREE WITH A MAJOR IN APPLIED MATHEMATICS

Selected Educational Outcomes

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

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

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

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

Senior College Curriculum. 60 hours
 Courses Required for the Major 36 hours
 MATH 2150, MATH 3600, MATH 4621 9 hours
 MATH 3040, MATH 3340, MATH 4150 9 hours
 MATH 4081, MATH 4260, MATH 4651 9 hours
 MATH 4901, MATH 4910 6 hours
 One of the following: 3 hours
 MATH 3900, MATH 4622, MATH 4630,
 MATH 4652, MATH 4902
 Supporting Courses 6-9 hours
 CS 1301 "spillover" from Area F 3 hours
 Foreign Language & Culture
 Requirement 3-6 hours
 Electives 15-18 hours
 Must include at least 6 hours of courses numbered
 3000 or above in a single discipline outside the major.

Additional Requirements and Notes

1. Students must complete 16 credits of laboratory science, including the calculus-based physics indicated in Area F.
2. A grade of "C" or better must be earned in all "Courses Required for the Major." Also, a grade of "C" or better is required in MATH 1111, 1112, 1113, 2150, 2261, 2262, 2263, and CS 1301, if any of those courses are taken.
3. Students must complete a sequence of two courses in French, German, or Russian, either in "Supporting Courses" or in a combination of Area C and Supporting Courses. Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum.

Total hours required for the degree 120 semester hours

SECOND DEGREE IN MATHEMATICS

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

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

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

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

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN COMPUTER SCIENCE

Selected Educational Outcomes

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

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

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
Majors in Computer Science are required to take Precalculus
(MATH 1113) in Area A and Analytic Geometry and Calculus I
(MATH 2261) in Area D.

Core Curriculum Area F 18 hours
CS 1301 and 1302 and 2620 11 hours
MATH 2261 "spillover" from Area D 1 hours
MATH 2262 4 hours
D.II.a Laboratory Science 2 hours
(with 2 hours "spilling" into Supporting Courses)

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

Additional Notes:

1. The 12-hour lab science requirement must include a two course sequence. All three courses must be from Area D.2.a. Students not completing these requirements in their Core Curriculum must complete them with elective courses.
2. Students must receive a "C" or better in all of the lower-division mathematics and computer-science courses completed to satisfy the degree requirements.
3. Students must complete a sequence of two courses in a foreign language, in either Supporting Courses or a combination of Area C and Supporting Courses. Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum.

Total hours required for the degree 120 semester hours

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN
MATHEMATICS WITH COMPUTER SCIENCE OPTION

Selected Educational Outcomes

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

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

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
Majors in Mathematics with Computer-Science Option are required to take Precalculus (MATH 1113) in Area A and Analytic Geometry and Calculus I (MATH 2261) in Area D.

Area F Courses Appropriate to the Major. 18 hours
MATH 2261 “spillover” from Area D 1 hour
MATH 2262, MATH 2263 8 hours
MATH 2150, CS 1301, CS 1302 9 hours
(with 2 additional “spillover” hours in “Supporting Courses”)

Senior College Curriculum. 60 hours
Courses Required for the Major 24 hours
MATH 3040, MATH 4081, MATH 4150, 9 hours
MATH 3600, MATH 4621 6 hours
MATH 4651, MATH 4901, MATH 4910 9 hours
Supporting Courses 23-26 hours
CS 1302 “spillover” from Area F 2 hours
CS 2620, CS 3101, CS 3102, CS 3410 12 hours
Other upper-division CS courses 6 hours
Foreign Language & Culture Requirement .. 3-6 hours
Electives 10-13 hours

Additional Requirements and Notes

1. If taken, a grade of “C” or better is required in MATH 1111, MATH 1112, MATH 1113, MATH 2150, MATH 2261, MATH 2262, MATH 2263, CS 1301, and CS 1302.
2. A grade of “C” or better must be earned in all Courses Required for the Major plus the CS courses listed in “Supporting Courses.”

3. Students must complete a sequence of two courses in French, German, or Russian in either Supporting Courses or a combination of Area C and Supporting Courses. Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum.
4. The two courses satisfying the 8-hour lab science requirements must be from Area D.2.a.

Total hours required for the degree 120 semester hours

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN COMPUTER INFORMATION SYSTEMS

Selected Educational Outcomes

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

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

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

Core Curriculum Area F. 18 hours

CS 1010, CS 1301, CS 1302 11 hours

ACCT 2101-2102 6 hours

MATH 1261/1262 (or MATH 2261/2262) 1 hour

Note: There is a requirement in this program that a student complete a six-credit sequence of calculus. One credit in Area F can be devoted to these six credits of calculus.

Senior College Curriculum. 60 hours

Courses Required for the Major 33 hours

CS 2620, CS 3101, CS 3410, CS 4345 12 hours

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

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

CS 4121, CS 4321, CS 4721 9 hours

One of CS 4122, CS 4322, CS 4722 3 hours

One of CS 4123, CS 4323, CS 4723, CS 4900 3 hours

Supporting Courses	17-20 hours
Completion of the calculus sequence, MATH 1261-1262 (or MATH 2261-2262)	2-5 hours
MATH 2620 or MATH 3600	3 hours
Choose one of the following areas:	12 hours
Business:	
ECON 2106, MGNT 3250, MGNT 3300 plus either FIN 3350 or MKTG 3050	
OR	
Technical Communications:	
ENGL 3020, ENGL 3080, ENGL 3090, plus either COMM 1110 or COMM 2400	
Electives.	7-10 hours

Additional Requirements:

1. No more than 4 hours of electives may be taken in courses offered by the College of Business Administration.
2. A grade of "C" or better must be earned in all Courses Required for the Major and all Supporting Courses.

Total hours required for the degree 120 semester hours

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

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

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

Core Curriculum Areas A-E. 42 hours

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

Senior College Curriculum. 60 hours

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

ACED 4810, ACED 4820 6 hours

PSYC 3800 3 hours

CIT 3030, CIT 3320, CIT 4120, CIT 4125 12 hours

Guided Electives 9 hours

Supporting Courses 18 hours

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

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

Total hours required for the degree 120 semester hours

BACHELOR OF ARTS DEGREE WITH A MAJOR IN MATHEMATICS

Selected Educational Outcomes

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

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

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
 Mathematics majors are required to take Precalculus (MATH 1113)
 in Area A and Analytic Geometry and Calculus I (MATH 2261) in Area D.

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

Senior College Curriculum 60 hours
 Courses Required for the Major 33 hours
 MATH 2150, MATH 3600, MATH 4621 9 hours
 MATH 3040, MATH 3340, MATH 4150 9 hours
 MATH 4260, MATH 4081, MATH 4980 9 hours
 Select 2 from: MATH 3010, MATH 4082,
 MATH 4300, MATH 4540 6 hours
 Supporting Courses 1 hour
 CS 1301 "spillover" from Area F 1 hour
 Electives 26 hours
 Must include at least 9 hours of courses numbered 3000 or above.

Additional Requirements and Notes

1. The foreign language courses in area F must meet Arts and Sciences guidelines for the B.A. degree; furthermore, these courses, along with an additional language course either in Area C or in Electives, must constitute a 3-course sequence in French, German, or Russian. Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum.
2. If taken, a grade of "C" or better is required in MATH 1111, MATH 1112, MATH 1113, MATH 2150, MATH 2261, MATH 2262, MATH 2263, and CS 1301.

Total hours required for the degree 120 semester hours

Minor in Computer Science 17 hours

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

Minor in Mathematics (Statistics Track) 17 hours

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

MATH 2262, MATH 2263, MATH 3600, MATH 4621

Plus one of the following courses:

MATH 4622 or MATH 4630

Minor in Mathematics 17 hours

The Minor in Mathematics may be earned by completing:

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

Plus one course from:

MATH 3340, MATH 4150, MATH 4081, MATH 4082

MATH 4651, MATH 4652, MATH 4910, MATH 4901

or MATH 4902

Outcome Assessments

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

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

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

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



DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES

Dr. Ana Victoria Soady, Head

Room 128, West Hall

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

The development of the understanding of at least one culture other than their own and communicative proficiency in the language of that culture is an essential element in the educational preparation for citizens who will live in the global society of the twenty-first century. Courses in five world languages, French, German, Japanese, Russian and Spanish, are offered in the Department of Modern and Classical Languages and focus on the acquisition of language skills and cultural knowledge that enable individuals to live or travel in a society where the language is spoken. Additionally, second language skills and cultural knowledge are advantageous to individuals who plan to pursue careers in business, health-related fields, social service and education agencies, law and law enforcement, science- or humanities-related fields in the other culture or their own.

Courses in Latin provide students the opportunity to gain insights into life in the Ancient World and principles and foundations of those societies that have contributed to the rise of modern nations. Through the study of Latin, students gain greater knowledge of their own languages and enhance both their oral and written skills in English.

The programs of study leading to majors in French and Spanish are designed to guide students in the development of competencies in the language skills and cultural knowledge necessary to live in Francophone or Hispanic societies at the level of near-native proficiency. With such a level of ability, students should expect to be able to enter a profession or occupation in education, government, business, law, medicine, or human resources where their bilingual skills are required or are advantageous. They may also elect to continue their study in a graduate program in French or Spanish.

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

BACHELOR OF ARTS DEGREE WITH A MAJOR IN FRENCH

Selected Educational Outcomes

1. The ability to listen and to read in French at the advanced-plus level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
2. The ability to speak and to write in French at the advanced level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
3. Knowledge of cultural universals and trends, as well as specific similarities and differences between Francophone and American cultures, including both non-verbal and verbal aspects.
4. Knowledge of major historical events and their role in the development of the Francophone cultures as well as knowledge of the major literary and artistic works of those cultures.
5. The ability to use technology for research purposes and as a means of communication with the various areas of the French-speaking world.

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

Core Curriculum Area F. 18 hours

FREN 1001 0-3 hours

FREN 1002 or FREN 1111 0-3 hours

FREN 2001 0-3 hours

FREN 2002 0-3 hours

Foreign Language and Culture (2nd Foreign Language)¹ 0-6 hours

Electives from Area C and Area E Courses 6-18 hours

¹Through FL 2002, to be taken in the Senior College

Curriculum if not completed in the Core Curriculum.

Senior-College Curriculum 60 hours

Upper-Level Courses in French 34 hours

FREN 3000, FREN 3400, FREN 3301, FREN 3302 ... 12 hours

FREN 3110, FREN 3120 6 hours

FREN 3621 or FREN 3622 3 hours

FREN 4110, FREN 4210 6 hours

FREN 4400, FREN 4990 6 hours

FREN 4980 1 hour

Supporting Courses 3-15 hours

LING 4000 3 hours

2nd Foreign Language & Culture 0-12 hours

(Through MCL 2002 if not taken in Areas C and F)

Electives 11-23 hours

Total hours required for the degree 120 semester hours

The Department of Modern and Classical Languages evaluates the level of linguistic proficiency and cultural knowledge achieved by the students in the Bachelor of Arts program in French by using a variety of assessment measures. The results of the assessment activities are used for continued curriculum development and revision. Among the methods used to determine the effectiveness of the program are the following:

Examples of Outcomes Assessments

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

BACHELOR OF ARTS DEGREE WITH A MAJOR IN SPANISH

Selected Educational Outcomes

1. To demonstrate the ability to listen and to read in Spanish at the advanced-plus level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
2. To demonstrate the ability to speak and to write in Spanish at the advanced level of proficiency, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines.
3. To demonstrate knowledge of cultural universals and trends as well as specific similarities and differences between Hispanic and American cultures, including both non-verbal and verbal aspects.
4. To demonstrate knowledge of major historical events and their role in the development of the Hispanic cultures as well as knowledge of the major literary and artistic works of those cultures.
5. To demonstrate the ability to use technology for research purposes and as a means of communication with the various areas of the Spanish-speaking world.

Core Curriculum Areas A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F.	18 hours
SPAN 1001	0-3 hours
SPAN 1002 or SPAN 1111	0-3 hours
SPAN 2001, SPAN 2002	0-6 hours
SPAN 2010	3 hours
Foreign Language and Culture (2nd Foreign Language) ¹	0-6 hours
Electives from Area C and Area E Courses	0-15 hours
¹ Through FL 2002, to be taken in the Senior College Curriculum if not completed in the Core Curriculum.	
Senior-College Curriculum.	60 hours
Upper-Level Courses in Spanish	34 hours
SPAN 3010, SPAN 3150, SPAN 3160	9 hours
SPAN 3200, SPAN 3250	6 hours
SPAN 3260 or SPAN 3270	3 hours
SPAN 4010 and SPAN 4110	6 hours
Electives: Two courses in Spanish, including at least one literature course numbered above 4000 ...	6 hours
SPAN 4970	0-1 hour
SPAN 4980	2-3 hours
SPAN 4990	1 hour
Supporting Courses	3-15 hours
LING 4000	3 hours
2nd Foreign Language and Culture (3-12 hours may be taken in Areas C and F)	0-12 hours
Electives	11-23 hours

The Department of Modern and Classical Languages evaluates the level of linguistic proficiency and cultural knowledge achieved by the students in the Bachelor of Arts program in Spanish by using a variety of assessment measures. The results of the assessment activities are used for continued curriculum development and revision. Among the methods used to determine the effectiveness of the program are the following:

Examples of Outcome Assessments

1. An examination to assess the level of listening, reading, and writing proficiency, along with a Simulated Oral Proficiency Interview to assess the level of speaking proficiency. The examination is administered in SPAN 2010 and SPAN 4990.
2. A Simulated Oral Proficiency Interview to assess the level of speaking proficiency. The examination is administered in SPAN 2010 and SPAN 4990.
3. An examination covering appropriate topics to assess the student's knowledge of content material related to Hispanic culture, linguistics, and literature. The examination is administered in SPAN 2010 and SPAN 4990.
4. Evaluation of student performance during SPAN 4980, including an assessment of linguistic proficiency and interpreting and translating skills adequate to the practicum assignment, completed by the supervisor in the field.

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

Students who are enrolled in the program leading to the B.S.Ed. degree with a teaching field in French will meet all outcomes defined for the students in the program leading to the B.A. degree with a major in French. In addition, there are Performance Standards outcomes established by the College of Education for the professional courses taken to achieve certification in grades pre-kindergarten through the 12th grade. There are several areas that the outcomes address that are not included in the outcomes for the content area, including the following.

Selected Educational Outcomes

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

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

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

Core Curriculum Area F 18 hours

- MSED 2000, SPEC 2000, ACED 2400 9 hours
- FREN 1001 0-3 hours
- FREN 1002 or FREN 1111 0-3 hours
- FREN 2001 and FREN 2002 0-6 hours
- Guided Electives 0-9 hours
- FLED 2999 0 hours

Health and Physical Education Requirements for Certification. 6 hours

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

Senior-College Curriculum 60 hours

- Upper-Level Courses in French 36 hours
 - FREN 2002 if not fulfilled in Area F 0-3 hours
 - FREN 3000, FREN 3301, FREN 3302 9 hours
 - FREN 3400, FREN 3621, FREN 3622 9 hours
 - FREN 3110 and FREN 3120 6 hours
 - FREN 4110 and FREN 4210 6 hours
 - FREN 4400 3 hours
 - FREN 4980, FREN 4970 0-3 hours
- Supporting course: LING 4000 3 hours

Upper-Level Courses in Education	21 hours
PSYC 3110	3 hours
SEED 4010	1 hour
FLED 3500, FLED 3510, FLED 4510	3 hours
FLED 4500	2 hours
FLED 4790	10 hours
FLED 4800	2 hours

Total hours required for the degree 126 semester hours

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

Outcomes Assessment

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

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

Students who are enrolled in the program leading to the B.S.Ed. degree with a teaching field in Spanish will meet all outcomes defined for the students in the program leading to the B.A. degree in Spanish. In addition, there are Performance Standards outcomes established by the College of Education for the professional courses taken to achieve certification in grades pre-kindergarten through the twelfth grade. There are several areas that the outcomes address that are not included in the outcomes for the content area, including the following:

Selected Educational Outcomes

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

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

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

Core Curriculum Area F 18 hours

MSED 2000, ACED 2400, SPEC 2000 9 hours

SPAN 1001 0-3 hours

SPAN 1002 or SPAN 1111 0-3 hours

SPAN 2001 and SPAN 2002 0-6 hours

Guided Electives 0-9 hours

FLED 2999 0 hours

Health and Physical Education Requirements for Certification. 6 hours

KSPE 2000 2 hours

KSPE 2150 2 hours

KSPE Fitness/Activity Courses 2 hours

Senior-College Curriculum 60 hours

Upper-Level Courses in Spanish 36 hours

SPAN 2002, if not fulfilled in Area F 0-3 hours

SPAN 2010, 3010, 3150, and 3160 12 hours

SPAN 3200, SPAN 3250 6 hours

SPAN 3260 or SPAN 3270 3 hours

SPAN 4010 and SPAN 4110 6 hours

SPAN 4970 and/or SPAN 4980 3 hours

Literature Elective (above 4000) 0-3 hours

Spanish Elective (above 3000), if

SPAN 2002 is fulfilled in Area F 0-3 hours

Supporting course: LING 4000 3 hours

Upper-Level Courses in Education 21 hours

PSYC 3110 3 hours

SEED 4010 1 hours

FLED 3500 1 hour

FLED 3510 1 hour

FLED 4500 2 hours

FLED 4510 1 hours

FLED 4790 10 hours

FLED 4800 2 hours

Total hours required for the degree 126 semester hours

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

Outcomes Assessment

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

LATINAMERICANSTUDIESCERTIFICATE

Student from all majors who hold a 2.80 VSU cumulative grade point average are eligible to participate in this certificate program. Requirements of the program are:

- SPAN 3010 and/or any Spanish courses numbered 3000 or higher or FREN 3000 and/or any French courses numbered 3000 or higher 0-6 hours
- SPAN 3160 or FREN 3500 3 hours
- Courses outside the student's major:
 - POLS 3300, POLS 3400, POLS 4320, POLS 4350,
 - POLS 4410, POLS 4440, POLS 4830, POLS 4840,
 - ANTH 4900, SOC4900, PERS 2670, or any classes that have a minimum of 25% Latin American component or 25% of the student grade reflecting research done in Latin American Studies (LAS) approved by the LAS
 - Campus Coordinator 3-9 hours
 - Study Abroad classes dealing with topics in LAS 0-6 hours

Total required for the Latin American Studies Certificate 18 semester hours

Minor in French Total Hours 18


- Core Curriculum Courses 0-6 hours
 - FREN 2001 0-3 hours
 - FREN 2002 0-3 hours
- Senior-College Courses 12-18 hours
 - FREN 3301 and/or FREN 3302 3-6 hours
 - FREN 3400 3 hours
 - FREN 3110 or FREN 3120 3 hours
 - Electives: Courses in French
 - numbered above 3000 0-9 hours
 - FREN 4970 Study Abroad Practicum 0-1 hour

Minor in German Total Hours 18

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

Minor in Spanish Total Hours 18

- SPAN 2002 0-3 hours
- Other Spanish Courses 15-18 hours
- SPAN 2010 3 hours
- SPAN 3010 3 hours
- SPAN 3150 or SPAN 3160 3 hours
- SPAN 4010 3 hours
- Spanish courses numbered 3000 & above 3-6 hours



DEPARTMENT OF PHILOSOPHY
Dr. Ari Santas, Acting Head
109 Ashley Hall

The Department of Philosophy offers two programs of study that lead to a B. A. with a major in philosophy. Students may emphasize either a Philosophy Track or Religious Studies Track. The Department also offers minors in philosophy, religious studies, and professional and applied ethics. A philosophy major with the dual tracks of philosophy and religious studies challenges students to think critically and express themselves effectively. Students will develop an appreciation for lifelong learning and the richness of culture and intellectual history. On either track, students will find a solid foundation to build a career in professions that demand critical thinking and conceptual flexibility in interacting with diverse populations.

Students who take the Philosophy Track will study a broad spectrum of ideas, thinkers, issues and arguments. The Philosophy Track addresses key questions from a variety of areas: the history of philosophy, reasoning and argumentation, ethics, philosophy of science, philosophy of mind, social and political theory, and aesthetics.

Students who take the Religious Studies Track will investigate the diversity of religious thought and practice from multicultural perspectives. These students explore the influence of religious traditions in shaping values, norms, laws and public policies in societies worldwide. Regular course offerings in Hinduism, Buddhism, Judaism, Christianity, Islam, and indigenous traditions are integral to our curriculum. Religious Studies courses encourage multiple disciplinary approaches toward religious expression, whether in the fine arts, literature, politics, social conflict, language, history, or gender studies.

B.A. DEGREE WITH A MAJOR IN PHILOSOPHY

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

Selected Educational Outcomes (Philosophy Track)

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

Selected Educational Outcomes (Religious Studies Track)

1. To encourage an understanding of the world's religious traditions and their influence on values, norms, and public policies.

2. To develop students' critical and analytical skills and their abilities to articulate clearly an attention to multiple religious perspectives.
3. To enable students to challenge their own ideas and to develop self-understanding in the context of diverse ideas that inform contemporary controversies and social conflict.
4. To enable students to engage in independent research, to increase their sense of problem and to communicate their understanding of the issues researched and developed in the context of current theories and research methods in the discipline.

Requirements for the B.A. Degree in Philosophy

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

Core Curriculum Area F 18 hours

PHIL 2010 and REL 2020 6 hours

Foreign Language and Culture sequence 9 hours

Humanities, Arts, Natural Science, Social
Science, or Computer Science elective
(from 1000-2000 level only) 3 hours

Senior College Curriculum (Philosophy Track) 60 hours
(must include at least 39 hours of course work numbered 3000 or above)

Courses Required for the Major 21 hours

PHIL 2020, 3060, 3080 9 hours

Area Studies courses (3000 and above) 6 hours

PHIL 3070, 3090, 3110, 3200, 3220,
3230, 3300, 3400, 3430 3-6 hours

PHIL 3100, 3120, 3150, 3180,
3210, 3320, 3330, 3331,
3350, 4120, 4220 0-3 hours

Upper Division Religious Studies course 3 hours

Senior Capstone course PHIL 4920 3 hours

Specialized Philosophy courses 6 hours

REL 4700 or REL 4710 3 hours

PHIL 4800, 4810, 4900, or 4910 3 hours

Minor and/or Elective Courses 33 hours

or

Senior College Curriculum (Religious Studies Track) 60 hrs
(must include at least 39 hours of coursework numbered 3000 or above)

Courses required for Religious Studies 21 hours

REL 3710, REL 3700, REL 3510, REL 3520 6 hours

Upper Division Religion coursework
REL 3300, 3330, 3340, 3370, 3501, 3502,
3503, 3530, 3600 9 hours

Upper Division Philosophy coursework 3 hours

Senior Capstone course REL 4920 3 hours

Specialized Philosophy and Religion courses	6 hours
REL 4700 or 4710	3 hours
PHIL 4800, 4810, 4900, or 4910	3 hrs
Minor and/or Elective Courses	33 hrs
Total hours required for the degree	120 semester hours

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

Examples of Outcome Assessments (Philosophy Track and Religious Studies Track)

1. The on-going evaluation of student examinations and research papers and reports of other scholarly activities outside the classroom.
2. Exit questionnaires to be administered to each student completing work for the major.
3. Surveys of graduates of the program to assess the relevancy of the program to their current work and their suggestions for refinements.
4. The use of university or external data that may become available to assess the quality of the program and the performance of its graduates.

Minor in Philosophy	15 hours
Fundamentals of Philosophy, or Principles of Logic and Argumentation (if not taken to satisfy course work in Area C or F)	0-3 hours
Choice of 3000/4000-level Philosophy courses	12-15 hours

Minor in Religious Studies	15 hours
At least four of these courses, 12 semester hours, must be taken in courses with an REL or REL/PHIL designation. Select from:	

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

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

PHIL 3120	PHIL 4120	PHIL 3100
PHIL 3170	PHIL 3180	PHIL 3210
PHIL 4220	PHIL 3130	PHIL 3150
PHIL 3140	PHIL 3160	PHIL 3190
JOUR 3540	CRJU 3700	



DEPARTMENT OF PHYSICS, ASTRONOMY,
AND GEOSCIENCES

Dr. Edward E Chatelain, Head
Room 1163 Nevins Hall

The Department of Physics, Astronomy, and Geosciences is a multidisciplinary department with programs that lead to a B. S. degree with a major in physics, a B. S. degree with a major in astronomy, and a B. S. degree with a major in environmental geography. The Engineering Dual Degree Program with the Georgia Institute of Technology enables a student to earn a B. S. degree from Valdosta State University and a Bachelor of Science degree in engineering from Georgia Institute of Technology. The Regents' Engineering Transfer Program, the Mercer University Transfer Program, and the Transfer Program in Engineering enable a student to take core curriculum, mathematics, science, and engineering courses at Valdosta State University and then transfer to an engineering school to complete the requirements for a degree in engineering. The Department also offers minors in astronomy, environmental geography, geology, and physics.

This multidisciplinary department spans five related areas: physics, astronomy, geology, geography, and engineering. Physics is the foundation science which deals with space, time, matter, energy, gravitation, electromagnetism, light, atoms, nuclei, and the fundamental forces of the universe. Astronomy is the science that deals with the origin, evolution, position, motion, and nature of all the bodies in the observable universe, including the Sun, planets, moons, stars, nebulae, and galaxies. Geology is the science which deals with the Earth, our planet upon which we are totally dependent, its materials, environments, processes on its surface and in its interior, its origin, and its physical, chemical, and biological evolution. Environmental geography is an integrative discipline that examines the action, location and distribution of natural phenomena and the influence of those natural phenomena on people and on the environment in which they live. Engineering is the application of mathematical and scientific principles, technological tools, and practical experience to the solution of real-world problems.

The program leading to the B. S. degree with a major in physics is designed to provide students with knowledge in the fundamental branches of physics (mechanics, electromagnetism, and quantum mechanics), as well as several elective areas within the field of physics, such as thermodynamics, electronics, optics, and computational physics, and to prepare students to enter graduate programs in physics or related disciplines, or to embark upon careers in research laboratories, government, industry, or education.

The program leading to the B. S. with a major in astronomy is designed to provide students with knowledge of the fundamental branches of astronomy, including solar system astronomy, astrophysics and observational astronomy, as well as supporting branches of physics, and with the skills to use the tools of astronomy, including telescopes and auxiliary equipment, appropriate to various astronomical observations, and to prepare students to enter graduate programs in astronomy, physics, or related disci-

plines, or to embark upon careers in research laboratories and observatories, government, industry or education.

The program leading to the B. S. degree with a major in environmental geography is designed to provide students with the knowledge and the skills required to analyze environmental questions and to recommend solutions, using research tools in both geography and planning, as well as analytical and technical skills such as geographic information systems, spatial and temporal analysis, computer mapping, and statistical analysis, to analyze environmental, hydrologic, and planning problems of the south Georgia region, and to prepare to enter graduate programs in geography, planning, and related fields, or to embark upon careers in industry, government, or education.

The Pre-Engineering Program is designed to prepare students to transfer as third-year students into an engineering curriculum at a degree-granting institution. A major part of this program is the Regents' Engineering Transfer Program (RETP) administered by the Georgia Institute of Technology. The program covers course work through the first two years in four major tracks: civil engineering, computer engineering and electrical engineering, industrial engineering, and aerospace engineering and mechanical engineering. Other alternatives for transfer in engineering include the Mercer University Transfer Program in biomedical engineering, electrical engineering, environmental engineering, industrial engineering, and mechanical engineering, and the regular transfer option to University of Georgia in agricultural engineering and biological engineering.

The minor in astronomy is designed to provide students with an understanding of fundamental astronomical principles and an appreciation of the disciplines of astronomy and astrophysics. The minor in environmental geography is designed to provide students with an understanding of the physical and cultural diversity of the Earth, with map techniques and spatial problem solving skills, and with an appreciation of the relationship between people and their environment. The minor in geology is designed to give students a greater understanding of the characteristics and processes of planet Earth and, depending upon the student's major, could better prepare the student for working in areas involving energy, material resources, or environmental problems. The minor in Physics is designed to provide undergraduate students with an understanding of fundamental physical principles and an appreciation of the discipline of physics.

Students majoring in various disciplines may be able to gain work experience related to their major through the VSU Co-op Program. Such experience can prove valuable in terms of career exploration, acquisition of new skills, and career development. Students seeking more information should contact their academic advisors or the Office of Cooperative Education.

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN ASTRONOMY

The program leading to the Bachelor of Science degree with a major in astronomy is designed to prepare students to enter graduate programs in astronomy, physics, or related disciplines, or to embark upon careers in research laboratories and observatories, government, industry or education. Specific educational outcomes include the following:

Selected Educational Outcomes

1. students will demonstrate knowledge in the fundamental branches of astronomy, including solar system astronomy, astrophysics and observational astronomy;
2. students will demonstrate knowledge in the fundamental supporting branches of physics, including mechanics, electromagnetism, and quantum mechanics;
3. students will participate in and conduct research;
4. students will apply the techniques of mathematical analysis to physical problems, thereby enhancing their problem-solving skills.

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

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
 Astronomy majors are required to take Pre-calculus (MATH 1113) in Area A and Calculus I (MATH 2261) in Area D and are advised to take 3 hours of a foreign language in Area C, and PHYS 2211K and PHYS 2212K in Area DII.

Core Curriculum Area F 18 hours
 MATH 2261 (1 hour left over from Area D) 1 hour
 MATH 2262 and MATH 2263 8 hours
 ASTR 1010K-1020K 8 hours
 ASTR 2010 1 hour

Senior-College Curriculum 60 hours

Upper-Level Courses in Astronomy 16 hours

 ASTR 4101, ASTR 4102 6 hours

 ASTR 4400, ASTR 4410 6 hours

 ASTR 4900 4 hours

Upper-Level Supporting Courses in Physics 29 hours

 PHYS 4501-4502 4 hours

 PHYS 2700 1 hour

 PHYS 3810, PHYS 3820 6 hours

 PHYS 4111-4112, PHYS 4211-4212 12 hours

 PHYS 4411-4412 6 hours

Other Supporting Courses 15 hours

 CS 1010 3 hours

 Language Requirement

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

 Guided Elective 0-3 hours

Total hours required for the degree 120 semester hours

Assessment of the education outcomes for the Astronomy major is primarily the responsibility of the departmental Astronomy Area Committee, comprised of faculty with expertise in astronomy and cognate disciplines. This assessment is conducted through evaluation of the major education outcomes in relation to astronomy programs

at comparable institutions (particularly the member institutions of SARA). The Committee assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments include the following:

Examples of Outcome Assessments

1. All student majors must make oral presentations of their research results to the departmental faculty and submit written copies of their research papers to the departmental office as part of the required Capstone Seminars (PHYS 4501-4502).
2. Students must submit a departmental copy of their portfolios of undergraduate coursework, research projects, and professional activity at the end of their last semester of residence.
3. At the time of major coursework completion, students must complete an exit questionnaire to determine the student's perception of achievement of the major's education outcomes.
4. Periodic surveys of alumni who have completed the Astronomy program will be conducted. These surveys will evaluate the relevancy of the major program to graduates' present employment, their perception of success, and their personal satisfaction with the program. The surveys will also solicit suggestions for improvement of the Astronomy major program.

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN ENVIRONMENTAL GEOGRAPHY

The program leading to the B. S. degree with a major in environmental geography is designed to prepare to enter graduate programs in geography, planning, and related fields, or to embark upon careers in commerce, industry, government, or education. The specific educational objectives include the following:

Selected Educational Outcomes

1. To provide a working knowledge of the basic research tools in physical and cultural geography, environmental research, and in digital cartography;
2. To provide the knowledge required to evaluate and interpret environmental data, address and analyze regional environmental questions and synthesize and recommend solutions to a range of environmental problems;
3. To provide the analytical and technical skills necessary for geographical research including; spatial and temporal analysis, digital and conventional mapping, and analysis and interpretation of data;
4. To provide a range of computer-based spatial analysis skills using Geographic Information Science (GIS) and other techniques for digital mapping, data manipulation and analysis, and applications issues.

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

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
 Environmental Geography majors are required to take MATH 1113
 in Area A and MATH 2261 in Area D II.
 Environmental Geography majors are advised to take 3 hours of a
 Foreign Language in Area C. They are advised to take BIOL 2010 and
 CHEM 1211 in Area D II and advised to take GEOG 1100 in Area E.

Core Curriculum Area F 18 hours
 MATH 2261 (1 hour left over from Area D) 1 hour
 MATH 2620 3 hours
 BIOL 2010, if not taken in Area D II 0-4 hours
 CHEM 1211 & CHEM 1211L, if not taken in Area D II 0-4 hours
 PHSC 1100 3 hours
 GEOL 1121, GEOG 1112, GEOG 1113 12 hours
 GEOG 1100, if not taken in Area E 0-3 hours
 GEOG 2010 1 hour

Senior-College Curriculum: 60 hours
 Required departmental courses 18 hours
 GEOG 3050, GEOG 3410, GEOG 3210,
 GEOG 3300, GEOG 4860, and GEOG 4861
 Group A course (Tools) 3-4 hours
 GEOG 3051, GEOG 3052, GEOG 3053, or GEOG 4700
 Group B course (Surficial Features/Processes 3-4 hours
 GEOG 3310, GEOG 3320, or GEOG/GEOL 3710
 Group C course (Supporting Geoscience courses) 4 hours
 GEOL 3010, 3100, 3101, 3102, 3103, 3330, 3410, 3510
 GEOG 3810, 3910, 3920
 GEOG/GEOL 3020, 3120, 3200, 3240
 GEOL Electives above 3000 9 hours
 Other Supporting Courses 21-23 hours
 Foreign Language 6-9 hours
 (3 hours may be taken in Area C)
 Guided Electives 1-15 hours
 Students wishing to concentrate in Biology are advised to take
 BIOL 2230, BIOL 2270, BIOL 3300, or any Taxonomy course.
 Students wishing to concentrate in Chemistry are advised to
 take CHEM 1212/1212L, CHEM 3401, and CHEM 2310.

Total hours required for the degree 120 semester hours

Assessment of the education outcomes for the environmental geography major is primarily the responsibility of the departmental Geography Area Committee, comprised of faculty with expertise in geography and cognate disciplines. The Committee assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments include the following:

Examples of Outcome Assessments

1. All student majors must make oral presentations of their research results to the departmental faculty and submit written copies of their research papers to the departmental office as part of the required Senior Thesis sequence (GEOG 4860 and 4861).
2. Students must submit a departmental copy of their portfolios of undergraduate coursework, research projects, and professional activity at the end of their last semester of residence.
3. At the time of major coursework completion, students must complete an exit questionnaire to determine the student's perception of achievement of the major's education outcomes.
4. Periodic surveys of alumni who have completed the environmental geography program will be conducted. These surveys will evaluate the relevancy of the major program to graduates' present employment, their perception of success, and their personal satisfaction with the program. The surveys will also solicit suggestions for improvement of the environmental geography major program.

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN PHYSICS

The program leading to the Bachelor of Science degree with a major in Physics is designed to prepare students to enter graduate programs in physics or in astronomy, or to embark upon careers in government, industry, or education. Examples of these outcomes include the following:

Selected Educational Outcomes

1. students will demonstrate knowledge in the fundamental branches of physics: mechanics, electromagnetism, and quantum mechanics;
2. students will demonstrate knowledge in several elective areas within the field of physics, including (but not limited to) thermodynamics, electronics, optics, and computational physics;
3. students will apply the techniques of mathematical analysis (algebra, geometry, trigonometry, and calculus) to physical problems;
4. students will effectively use computers and calculators for scientific calculation, programming, and word processing.

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

Core Curriculum Areas A-E (See VSU Core Curriculum)	42 hours
Physics majors are required to take MATH 1113 in Area A and MATH 2261 in Area DII.	
Physics majors are advised to take 3 hours of a Foreign Language in Area C.	
They are advised to take PHYS 2211K, PHYS 2212K in Area DII.	
Core Curriculum Area F	18 hours
MATH 2261 (1 hour left over from Area D)	1 hour
MATH 2262 and MATH 2263	8 hours
PHYS 2700	1 hour
PHYS 2211K, PHYS 2212K if not taken in Area DII	0-8 hours
Lab Sciences, if PHYS 2211K and/or 2212K are taken in Area DII	0 - 8 hours
Senior-College Curriculum	60 hours
Upper-Level Courses in Physics	42 hours
PHYS 3040, PHYS 4040	8 hours
PHYS 3100, PHYS 3810, PHYS 3820	9 hours
PHYS 4111-4112 and PHYS 4211-4212	12 hours
PHYS 4411-4412	6 hours
PHYS 4310	3 hours
PHYS 4501-4502	4 hours
Other Supporting Courses	18 hours
CS 1010	3 hours
MATH 2150, MATH 3340	6 hours
Language Requirement	6-9 hours
Total hours required for the degree	120 semester hours

Assessment of the education outcomes for the Physics major is primarily the responsibility of the departmental Physics Area Committee, comprised of faculty with expertise in physics and cognate disciplines. The Committee assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments include the following:

Outcome Assessments

1. All student majors must make oral presentations of their research results to the departmental faculty and submit written copies of their research papers to the departmental office as part of the required Capstone Seminars (PHYS 4501-4502).
2. Students must submit a departmental copy of their portfolios of undergraduate coursework, research projects, and professional activity at the end of their last semester of residence.

3. At the time of major coursework completion, students must complete an exit questionnaire to determine the student's perception of achievement of the major's education outcomes.
4. Periodic surveys of alumni who have completed the Physics program will be conducted to evaluate the relevancy of the major program to graduates' present employment, their perception of success, and their personal satisfaction with the program. The surveys will also solicit suggestions for improvement of the Physics major program.

Minor in Astronomy. 15-18 hours
 Area F Courses. 1-4 hours
 PHYS 2211K, if not taken in Area D 0-4 hours
 ASTR 2010, if PHYS 2211K is taken in Area D .. 0-1 hour
 Upper-Division Courses. 14 hours
 ASTR 3101, 3102 8 hours
 Two courses selected from the following: 6 hour
 ASTR 4100, ASTR 4400, ASTR 4410

Minor in Environmental Geography. 15-17 hours
 Area F Courses. 0-8 hours
 GEOG 1112, if not taken in Area D 0-4 hours
 GEOG 1113, if not taken in Area D 0-4 hours
 Upper-Division Courses. 9-15 hours
 GEOG 3010, GEOG 3051, GEOG 3100,
 GEOG 3150, GEOG 3210, GEOG 3300,
 GEOG 3310, GEOG 3320, GEOG 3410, GEOG 4700

Minor in Geology. 15-17 hours
 Area F Courses. 0-8 hours
 GEOL 1121, if not taken in Area D 0-4 hours
 GEOL 1122, if not taken in Area D 0-4 hours
 Upper-Division Courses. 9-15 hours
 GEOL 3100 4 hours
 At least 5 additional hours of GEOL
 at the 3000-level or higher 5-11 hours

Minor in Physics. 15-18 hours
 Area F Courses. 1-9 hours
 PHYS 2700 1 hour
 PHYS 2211K-2212K, if not taken in Area D ... 0-8 hours
 Upper-Division Courses/ Electives. 9-14 hours
 Electives selected from the following:
 PHYS 4111, PHYS 4112, PHYS 4211, PHYS 4212,
 PHYS 4411, PHYS 4412, PHYS 4310, PHYS 3100,
 PHYS 3040, PHYS 4040



DEPARTMENT OF POLITICAL SCIENCE

Dr. James W. Peterson

Room 244, West Hall

The Major in Political Science

The major in Political Science leads to the Bachelor of Arts degree. Political scientists study the origins, growth, evolution, and decline of governments; how they solve societal conflicts; and how governments ought to function. The specific subfields of the discipline include the study of American government and politics, comparative government and politics, international relations, political theory, public law, and public administration. Students majoring in the program have traditionally pursued careers in law, business, teaching, journalism, and government. The study of Political Science is of value in that all persons need an understanding of the political system which governs their lives. More than minimal knowledge of political systems, however, is required of those who would be employed by them. The law and public administration, for example, are creatures of government and politics. The thirty hour course requirement in the major program permits students the flexibility to obtain a second major or a minor in other areas of personal and professional interest.

Students majoring in Political Science and Legal Assistant Studies (see below) are able to gain work experience related to their major through the VSU Co-op Program. Such experience may prove valuable in terms of career exploration, acquisition of new skills, and career development. Students seeking more information should contact their academic advisors or the Office of Cooperative Education, 229-333-7172.

The Major in Legal Assistant Studies

The major in Legal Assistant Studies has the central objective of training persons who are anticipating a career in support of the legal profession. The formal coursework will lead to an understanding of the fundamental constitutional context of the American legal system. The student will also have the flexibility of choosing from several specific substantive legal subject matters. The completion of the other requirements of the B.A. degree will ensure the broad education expected of the liberal arts. The requirement of a formal minor will ensure additional exposure to a related field. The capstone experience for the major is an internship which will allow the student to explore the practical aspects of a career in the legal profession. Successful completion of the degree will ensure that the student is qualified to take the national certification test for legal assistants.

Honors Track for Political Science Majors

The Honors Track in Political Science allows students to add a unique and more challenging dimension to their degree. Students must have a 3.0 Grade Point Average (GPA) to enter the Honors Track. They must maintain an overall GPA of 3.0 and a 3.0 in their Honors courses.

Within the major in Political Science, Honors Track students must complete three 4000-level courses from among the following options, with a grade of "B" or higher:

POLS 4820H Honors Special Topics in U.S. Government and Politics

POLS 4830H Honors Special Topics in Comparative Politics

POLS 4840H Honors Special Topics in International Politics

POLS 4850H Honors Special Topics in Political Theory

POLS 4860H Honors Special Topics in Public Administration

Honors Track students are also required to present their work in a suitable forum, such as Student Brown Bag series, the College of Arts and Sciences Undergraduate Research Colloquium, or an academic conference. An Honors Thesis is also an option, provided there is a departmental faculty member with sufficient expertise in the thesis area and willing to serve as thesis director. Credit for the Honors Thesis will be earned by the student's taking POLS 4700H. The Honors Thesis must comply with Honors Program guidelines. Students completing the Honors Track Political Science major will have this option noted on their transcript.

A Second Degree for Students Receiving a Bachelor of Science in Education Degree with a major in Secondary Education

Students receiving a Bachelor of Science in Education in the teaching field of Political Science also may receive a Bachelor of Arts Degree in Political Science by completing a limited number of additional courses. Students interested in being graduated with both a Bachelor of Science in Education in Secondary Education and a Bachelor of Arts Degree in Political Science should consult the department head concerning the additional courses needed to meet the requirements for the Bachelor of Arts Degree and the procedures to follow in applying for a second degree.

BACHELOR OF ARTS DEGREE WITH A MAJOR IN POLITICAL SCIENCE

Selected Educational Outcomes

1. Political science majors will possess the requisite knowledge of the American political system, including an understanding of the structure and process of the federal, state, and local governments, enabling them to become informed and responsible citizens.
2. Political science majors will demonstrate knowledge of computer concepts and terminology, enabling them to use at least two software tools, such as word processors, spreadsheets, database management systems, or statistical packages.

3. Political science majors will be skilled in inquiry, logical reasoning, and critical analysis, enabling arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.
4. Political science majors will recognize and understand issues in applied ethics. They will understand their own value systems in relation to other value systems.

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

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

Core Curriculum Area F 18 hours

PHIL 2020 3 hours

POLS 2101, POLS 2401 6 hours

Foreign Language and Culture 9 hours

If a student has taken any of the above courses to meet requirements in other areas of the Core Curriculum, credit hours must be taken from the following list of courses:

PHIL 2010, All other Area E Courses 0-9 hours

Senior College Curriculum 60 hours

Courses required for the Major 39 hours

POLS 3100 3 hours

Either POLS 4100 or POLS 4900 3 hours

Political Science courses numbered

3000 or above (exclusive of 4900) 24 hours

At least three of eight upper division courses for the major must be 4000-level courses.

MATH 2620 or ACED 2400 3 hours

ENGL 3030 3 hours

ART 1100, COMM 1100,

MUSC 1100, or PHIL 2010 3 hours

Minor and/or Elective Courses 21 hours

Must include at least 6 hours of courses numbered

3000 or above in a single discipline outside of Political Science

Total hours required for the degree 120 semester hours

Outcome Assessments

1. Mastery of the material in all required and elective courses in the political science major. As each level serves as a foundation for higher levels, mastery of the core material is requisite to mastery of the major. Outcome #1 is met by successful completion of these courses.
2. Completion of the capstone experience certifies that a major has met outcome #2, #3, and #4.

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

BACHELOR OF ARTS DEGREE WITH A MAJOR IN LEGAL ASSISTANT STUDIES

Examples of the outcomes for the B.A. Degree with a major in Legal Assistant Studies include the following:

Selected Educational Outcomes

- To prepare students to conduct legal research and apply it in a form and manner that will enable them to support the legal system.
- To comprehend and make informed decisions regarding the ethical dilemmas of their profession, in order to understand the cultural values they must serve in the performance of their responsibilities.
- To understand the American legal system in the manner necessary to enable them to function within that system and support its mission of service to society.

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

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

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

LEAS 1100, CRJU 2300, PHIL 2020 9 hours

Foreign Language and Culture 9 hours

COMM 1100 0-3 hours

If a language course or PHIL 2020 is taken to meet an Area C requirement, then COMM 1100 must be taken to meet the Area F requirement of 18 hours.

Senior College Curriculum 60 hours

LEAS 3200, LEAS 3201, LEAS 4900 9 hours

LEAS courses numbered 3000 or above 15 hours

ACED 2400, ENGL 3030 6 hours

Area of Concentration and/or Elective Courses 30 hours

Must include 12 hours of courses numbered 3000 or above, with 9 hours in a related field outside of Legal Assistant Studies.

Total hours required for the degree 120 semester hours

Examples of Outcome Assessments

The American Bar Association guidelines establish that evaluation of the program should include efforts to measure the extent to which students are able to secure suitable positions of employment; a determination of how effectively students perform those duties related to their program of instruction; and the responses of students completing the program concerning the effectiveness of their training and its relevance to the duties actually performed.

The Minor in Political Science	18 hours
Core Curriculum Area F.....	0-6 hours
POL S 2101, POL S 2401	6 hours
Senior College Curriculum.....	12-18 hours
3000-level and 4000-level courses in political science. At least six hours must be in 4000-level courses	12 hours
Minor in Public Administration	15 hours
POL S 3600	3 hours
Twelve hours from the following	12 hours
POL S 3610 POL S 4220 POL S 4600	
POL S 4610 POL S 4620 POL S 4630	
POL S 4640 POL S 4650 POL S 4660	
POL S 4670 POL S 4806	
Minor in Legal Assistant Studies	18 hours
LEAS 1100, LEAS 3200.....	6 hours
Courses numbered 3000 or above	12 hours
LEAS 3201 LEAS 3210 LEAS 3220	
LEAS 3230 LEAS 3240 LEAS 4200	
LEAS 4210 LEAS 4220 LEAS 4230	

DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY,
AND CRIMINAL JUSTICE

Dr. Chester C. Ballard, Acting Head
1120 University Center

The Department of Sociology, Anthropology, and Criminal Justice offers programs that lead to either the B.A. degree with a major in sociology and anthropology or the B.A. degree with a major in criminal justice. The Applied and Clinical Sociology Program is accredited by the Commission on Applied and Clinical Sociology. A minor is offered in sociology. The department also offers, at the graduate level, the M.S. degree with a major in sociology, the M.S. degree with a major in criminal justice, or the M.S. degree in marriage and family therapy.

The mission of the Department of Sociology, Anthropology, and Criminal Justice includes 1) helping students gain an understanding of the structures and processes through which individuals participate in society, 2) supporting students in developing an understanding of human behavior, 3) preparing students for a wide range of careers in sociology, anthropology, human resources, human services, and criminal justice systems, and, 4) working with students who wish to pursue graduate work in the social sciences. The department seeks to fulfill its mission by offering courses both for students majoring or minoring in its programs as well as by supporting the core curriculum of the university and students from other programs who need courses from the department. In addition, the department seeks to emphasize the importance of critical thinking skills, an appreciation of diverse cultural perspectives and lifestyles, and the application of knowledge to the development of policy and the solution of social problems.

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

Selected Educational Outcomes

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

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

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

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

Core Curriculum Area F. 18 hours

 ANTH 1102 3 hours

 SOC 1101, SOC 1160 6 hours

 Foreign Language and Culture 9 hours

 If a student has taken any of the above courses to meet requirements in other areas of the Core Curriculum, credit hours must be taken from the following list of courses: CS 1000, ECON 1500, GEOG 1101 or GEOG 1102, MATH 2301, PHIL 2010, PSYC 2500

Senior College Curriculum. 60 hours

 Courses Required for the Major. 37 hours

 SOC 3000 4 hours

 SOC 4990 3 hours

 Foundation Areas (take one from each area) 15 hours

 A. Theory

 ANTH 3500 or SOC 3500

 B. Research Methods

 ANTH 3510 or SOC 3510

 C. Self, Society, and Culture

 ANTH 3020, ANTH 3040, SOC 3090,
 SOC 3350, or SOC 3710

 D. Social Inequalities

 ANTH 3090, ANTH 4040, SOC 3060,
 SOC 3800, SOC 4550, or SOC 4680

 E. Social Institutions

 ANTH 3070, ANTH 3910, SOC 3150,
 SOC 3650, SOC 3750,
 SOC 4100, or SOC 4200

 Concentrations (choose A or B, below) 15 hours

 A. Anthropology

 ANTH 3040 (if not taken as a
 Foundation Course),

 ANTH 3120, and ANTH 4900 6-9 hours

 Electives from below: 6-12 hours

 ANTH 3010, ANTH 3030,

 ANTH 3070, ANTH 3130,

 ANTH 3160, ANTH 3910, ANTH 4040

 B. Applied and Clinical Sociology

 SOC 3190, SOC 3200 6 hours

 SOC 4800 or SOC 4810 (either course
 be taken twice with different topic) ... 6 hours

 SOC 4540 3 hours

General Electives23 hours

At least 6 hours of coursework numbered
3000 or above must be taken in a single
discipline outside the major.

Total hours required for the degree 120 semester hours

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

Outcome Assessments

1. Sociology and Anthropology faculty will meet periodically to plan and assess achievement of student and program outcomes.
2. The Senior Capstone experience will provide a basis for assessing written and oral presentation skills.
3. A senior survey or exit interview will be conducted for all graduates.
4. When available, university-wide data pertaining to the major or its graduates will be used for program assessment and improvement.

Additional Department Requirement

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

B.A. DEGREE WITH A MAJOR IN CRIMINAL JUSTICE

The major program in Criminal Justice seeks to prepare students for entry level positions in the criminal justice system at all levels of the system, as well as for related positions in the private sector. Educational outcomes will include the following:

1. To develop in students an understanding and appreciation of the structure and function of the criminal justice system as it applies to adults and juveniles, federal, state, and local criminal laws and procedures, and the relationship of these to the Constitution of the United States.
2. To understand the criminal justice systems of other countries in the world.
3. To apply scientific research techniques and related statistical techniques in the study of crime.
4. To develop an understanding of various theories in criminology, their strengths and weaknesses, and their role in gaining an understanding of crime.
5. To build a base of knowledge regarding the nature of correctional rehabilitation methods and the ways these are applied.

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

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

Core Curriculum Area F. 18 hours
CRJU 1100, CRJU 2100, CRJU 2200, CRJU 2300 12 hours
Foreign Language and Culture (additional hours) 6 hours
If a student has taken any of the above courses to meet
requirements in other areas of the core curriculum, credit
must be taken from the following courses:
SOC1 1101, SOC1 1160, ANTH 1102, CS 1000, or any Area E course.

Senior-College Curriculum. 60 hours
Upper-level courses in Criminal Justice. 21 hours
CRJU 3300, CRJU 3310, CRJU 3401,
CRJU 3402, CRJU 3600, CRJU 3700,
CRJU 4800
Upper-level Criminal Justice Electives. 18 hours
Any CRJU course number 4000 or above (except 4800)
may be used as an elective. CRJU 4700, CRJU 4900,
and CRJU 4910 may each be taken for a maximum of
6 hours.)
Open Electives. 21 hours
(CRJU 4910 Criminal Justice Internship may be taken
as an open elective for 6 to 12 hours of credit). At least
6 hours of coursework numbered 3000 or above must
be taken in a single discipline outside the major.

Additional Departmental Requirement:

The grade earned in each CRJU course taken for the major must be a "C" or better.

Total hours required for the degree 120 semester hours

Outcome Assessment

The assessment of educational outcomes is a continuing process throughout the entire undergraduate program. Means of assessment will include the following:

1. The on-going evaluation of student examinations, research projects, the Senior Seminar project, and reports of other scholarly and internship work.
2. Exit questionnaires to be administered to each student completing work for the major.
3. Surveys of graduates of the program to assess the relevancy of the program to their current work and their suggestions for refinements.
4. The use of university or external data that may become available to assess the quality of the program and the performance of its graduates.

Minor in Anthropology.	15-18 hours
ANTH 1102 or ANTH 1102H, if not taken in Area E or F	3 hours
ANTH 3020 and ANTH 3040	6 hours
ANTH 3030 or ANTH 3120	3 hours
Students must take two of the following courses:	6 hours
ANTH 3010, ANTH 3030, ANTH 3070,	
ANTH 3120, ANTH 3130, ANTH 3160	
ANTH 3910, ANTH 4040, ANTH 4900	

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

Minor in Sociology.	15-18 hours
SOC1 1101, SOC1 1101H, or SOC1 1160	0-3 hours
if not taken in Area E or F	
Any 15 hours of upper division sociology courses	
in consultation with a sociology advisor.	15 hours

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



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

Selected Educational Outcomes

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

1. Gain familiarity with the development of Women's Studies as an interdisciplinary academic area and the research that is conducted in the field.

2. Enable women and men to gain consciousness about gender.
3. Acquire critical practice at feminist theory through written assignments.
4. Explore the interconnectedness of Women's Studies to other academic majors within the university and to the practical concerns of living in the world.

The Minor in Women's Studies. 15 hours

WMST 3000, WMST 4400 6 hours

Elective courses 9 hours

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

WMST/HIST 3010 WMST/HIST 3020

WMST/HIST 4261 WMST/HIST 4262

WMST/HIST 4270 WMST/HIST 4280

WMST/REL 3600 WMST/SPAN 4220

WMST/NURS/NUTR 3030

WMST 4500 ARHS 4130 ENGL 4300

FREN 3610 FREN 4900 GRMN 4420

HONS 3992 HONS 4000 HONS 4990

NURS 3130 NURS 3211 NURS 4122

NURS 4132 SPAN 4900 POLS 3280

PHIL 4800 POLS 4260 POLS 4850

PSYC 3710 PSYC 4500 SOCI 4100


SOCI 4680 SOCI 4900

The capstone course is structured to evaluate and elicit students' summative understanding of the ethical, social, and intellectual implications of what has been included in or excluded from traditional scholarship. Further evaluative measures include:

Examples of Outcome Assessments

1. The creation of writing portfolios that will demonstrate the evolution of thought and learning across the courses taken in the minor;
2. Student participation in local, state and national conferences;
3. Exit interviews with students;
4. Discussion and feedback from other Women's Studies Programs.

Information regarding current course offerings for the Women's Studies Minor may be obtained from the offices of the Women's Studies Program. Courses selected from among those listed above satisfy requirements for the minor. For a fuller description of these courses, see the Courses of Instruction section in this catalog.

 <p>AFRICAN AMERICAN STUDIES MINOR Dr. Shirley H. Hardin, Director</p>

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

The Minor in African American Studies.....				15 hours
AFAM 3000, AFAM 4700				6 hours
Elective courses from the following				9 hours
AFAM/ENGL 3220	AFAM/ENGL 3320			
AFAM/HIST 4231	AFAM/HIST 4232			
AFAM/HIST 4511	AFAM/HIST 4512			
AFAM/ANTH 3090	ANTH 4900		ARHS 4140	
COMM 3500	COMM 4600	ENGL 4300	THEA 4030	
ENGL 4310	HIST 3050	HIST 3060	HIST 3070	
HIST 4221	HIST 4222	HIST 4304	JOUR 3530	
MUSC 3430	MUSC 3450	PHIL 4800	POLS 4260	
POLS 4330	POLS 4820	REL 4700	SOCI 3060	

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

Selected Education Outcomes

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

UNIVERSITY HONORS PROGRAM
 Dr. Byron Brown, Acting Director
 2 Brookwood Circle, The VSU Honors House

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

The University Honors Program offers special courses and activities designed to help qualified students realize their full intellectual potential and to provide them the best possible preparation for their major degree programs. It does so through a wide range of special classes and interdisciplinary seminars supported by departments and faculty across campus.

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

Selected Educational Outcomes

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

Requirements for the Certificate in University Honors	22-25 hours
HONS 1990 or HONS 2010	2 hours
This requirement must be completed in the freshman year.	
Five Honors Core Courses or	
Honors Option credit (Honors 3330)	15-17 hours
(HONS 3330 may be invoked a maximum of three times.)	
Honors 3990 or one upper division Honors Course	3 hours
Honors 4990 or Departmental Capstone Course	2-3 hours

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

ANTH 1102H	ART 1100H	BIOL 1951H	BIOL 1952H
ECON 1900H	ENGL 1101H	ENGL 1102H	ENGL 2110H
ENGL 2120H	ENGL 2130H	KSPE 2900H	HIST 1011H
HIST 1012H	HIST 1013H	HIST 2111H	HIST 2112H
MATH 1113H	PHIL 2010H	PHIL 2020H	POLS 1101H
POLS 2401H	PSYC 2500H	SOCI 1101H	SPAN 2002H

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

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

Courses not listed above may also be available for Honors credit through the Honors Option (HONS 3330). This option allows students to receive Honors credit while enrolled in regular courses by doing different types of assignments approved in advance by the instructor of the course and the Honors Program Director. Honors Options must be approved no later than by the last day of Drop/Add.

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

Examples of Outcome Assessments

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



HARLEY LANGDALE, JR.
COLLEGE OF BUSINESS ADMINISTRATION

Dr. Ralph C. Allen, Dean
216 Thaxton Hall

The three departments within the Harley Langdale, Jr. College of Business Administration offer the Bachelor of Business Administration (BBA) with majors in accounting, finance, economics, marketing, or management, and the Bachelor of Arts with a major in economics. The Master of Business Administration (MBA) degree is available to graduate students.

Mission Statement

- A Student-Centered Learning Environment providing personalized learning experiences that prepare students for productive careers.
- A Community of Teacher Scholars creating and sharing knowledge through effective teaching, applied research, and meaningful service.
- A Resource for Regional Economic Development forging alliances with stakeholders in a global, technical, and dynamic community.

Undergraduate Program Objectives

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

ACCREDITATION AND CO-OP OPPORTUNITIES

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

Students majoring in areas within the Langdale College have the opportunity to gain work experience relating to their major, clarify their career goals, and earn money to help finance their education through the VSU Co-op Program. Students are placed, on a competitive basis, in work assignments with major employers in business, industry, and government. Scheduling options include the traditional full-time alternating plan as well as the parallel or part-time program. Interested students should contact the VSU Office of Cooperative Education, telephone (229) 333-7172.

REQUIREMENTS FOR ADMISSION TO THE HARLEY LANGDALE, JR. COLLEGE OF BUSINESS ADMINISTRATION

Freshmen and sophomore students who declare their intention to pursue one of the majors in business administration may be accepted for advising by business faculty or staff.

All students who wish to pursue one of the majors in business administration beyond their sophomore year must be accepted to the senior college of the Harley Langdale, Jr. College of Business Administration. Students who meet the following criteria are accepted.

1. Completion of all junior college requirements of the Harley Langdale, Jr. College of Business Administration.
2. Successful completion of both parts of the Regent's Testing Program (RGTR 0196 and RGTR 0197).
3. A minimum over-all Grade Point Average (GPA) of 2.80 (on a 4.00 scale). The GPA calculation is based on all course work, including transfer credits.
4. A minimum grade of "C" in all courses in Area F of the junior college core curriculum.

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

ACADEMIC REQUIREMENTS

Students may register for any VSU business course a maximum of only three (3) times. Business majors are required to earn minimum grades of "C" in all senior college courses related to their majors. Business majors must have a minimum cumulative GPA of 2.00 to graduate from the Harley Langdale, Jr. College of Business Administration.

MINIMUM REQUIREMENTS FOR THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE

All departmental majors leading to the Bachelor of Business Administration degree have the following Core Curriculum:

Core Curriculum Requirements for the Bachelor of Business Administration Degrees

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

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

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

GENERAL BUSINESS ADMINISTRATION (BUSA)

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



DEPARTMENT OF ACCOUNTING AND FINANCE

Dr. Leonard Weld, Department Head

Room 214, Pound Hall

The Department of Accounting and Finance is a multidisciplinary department with programs that lead to a B.B.A. degree in Accounting and a B.B.A. degree in Finance.

The programs of the department are designed to give students the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and are required for professional careers in business and not-for-profit organizations. Each program stresses critical thinking skills, cooperative learning, oral and written communication abilities, and the application of knowledge to solve business problems. Undergraduate students are able to gain relevant work experience in their major through the VSU Co-op Program and independent internships.

The courses in the undergraduate accounting program: (1) provide an understanding of the importance of accounting systems and financial disclosures for profit-seeking entities and not-for-profit organizations; (2) teach students how to acquire, process, and analyze information; (3) provide rigorous preparation for accounting careers in industry, government, and public practice.

The courses in the finance program: (1) provide an understanding of the importance of financial information and decision-making for businesses, government, investors, and creditors; (2) teach students how to acquire, process, and analyze information; (3) provide rigorous training for finance careers in industry, financial institutions, and government.

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

Selected Educational Outcomes

An accounting graduate will be able to:

1. demonstrate fundamental knowledge in the functional areas of accounting: financial and managerial reporting, taxation, information systems and auditing. (See below for detailed objectives related to each functional area).
2. explain ethical and legal responsibilities of an accounting professional.
3. demonstrate and apply analytical skills in an accounting context.
4. communicate in written form in an accounting context.
5. apply computer technology skills in an accounting context.
6. apply and perform research techniques in an accounting context.

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

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements ¹	18 hours
ECON 2105, ECON 2106	6 hours
ACCT 2101, ACCT 2102	6 hours
CISM 2201 or CS 1000	2-3 hours
BUSA 2000	1 hour
BUSA 2106	3 hours
Accounting Major Curriculum	60 hours
Required Senior College Core ¹	18 hours
BUSA 2100, BUSA 4900, ENGL 3010, FIN 3350, MGNT 3250, MKTG 3050	
Required Accounting Core ¹	18 hours
ACCT 3201, ACCT 3202, ACCT 3400, ACCT 4410, ACCT 4500, ACCT 4800	
Accounting Electives ¹ (select two)	6 hours
ACCT 3203, ACCT 3370, ACCT 3900, ACCT 4220, ACCT 4400, ACCT 4510	
Accounting and Business Electives ¹ :	9 hours
Any three 3000-level or 4000-level business courses	
General Electives ² (6 hours must be non-business)	9 hours

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

² If CISM 2201 or CS 1000 is not taken in Area F, it is required here.

Total hours required for the degree 120 semester hours

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

Examples of Outcome Assessments

1. Pre-tests and post-tests in fundamental areas of accounting.
2. A common rating instrument to evaluate written and oral communication skills (including use of presentation software).
3. Case studies to evaluate critical thinking and problem solving skills.
4. Application based testing of: spreadsheets, accounting databases research skills, and accounting general ledger software.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE
WITH A MAJOR IN FINANCE

Selected Educational Outcomes

A finance graduate will be able to:

1. Demonstrate a working knowledge of corporate finance, financial institutions, markets, and instruments.
2. Demonstrate an ability to gather, interpret, and analyze financial information.
3. Demonstrate knowledge of current issues related to finance.

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

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements ¹	18 hours
ECON 2105, ECON 2106	6 hours
ACCT 2101, ACCT 2102	6 hours
CISM 2201 or CS 1000	2-3 hours
BUSA 2000	1 hour
BUSA 2106	3 hours
Finance Major Curriculum	60 hours
Required Senior College Core ¹	18 hours
BUSA 2100, BUSA 4900, ENGL 3010, FIN 3350, MGNT 3250, MKTG 3050	
Required Finance Core ¹	12 hours
FIN 3360, FIN 3760, FIN 4520, and FIN 4310 or FIN 4900	
Elective Business Courses from the following ^{1,2}	12 hours
Any 3000- or 4000-level ACCT, ECON, or FIN course not listed above	
Elective Business Courses ^{1,3}	9 hours
Any 3000- or 4000-level business course not selected above	
Non-Business Electives ^{4,5}	9 hours
Total hours required for the degree	120 semester hours

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

² Of these 12 hours, at least 3 hours of accounting and 3 hours of economics must be selected

³ If BUSA 2106 is not taken in Area F, it is required here.

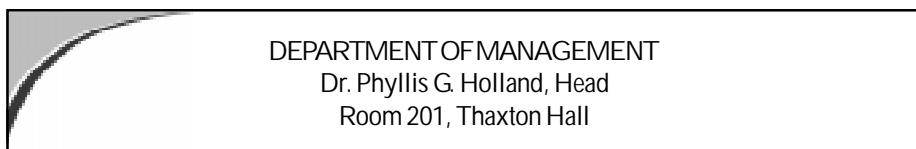
⁴ If CISM 2201 or CS 1000 is not taken in Area F, it is required here.

⁵ If MATH 1261 is not taken in Area D, it is required here.

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

Examples of Outcome Assessments

1. Finance-related cases that require solving unstructured problems are used to assess problem-solving ability, research skills, and mastery of finance content.
2. Written examinations are used to assess knowledge of the functional areas of finance.
3. Oral presentations are used to assess knowledge of current finance issues.



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

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

BACHELOR OF BUSINESS ADMINISTRATION DEGREE
WITH A MAJOR IN MANAGEMENT

Selected Educational Outcomes

Management Majors can

1. Demonstrate knowledge of management concepts and processes and their application in organizations
2. Plan, organize, lead, and control in a variety of organizations and cultures
3. Recognize and resolve managerial issues using quantitative and behavioral methods and interpersonal skills

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

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements ¹	18 hours
ECON 2105, ECON 2106	6 hours
ACCT 2101, ACCT 2102	6 hours
CISM 2201 or CS 1000	2-3 hours
BUSA 2000	1 hour
BUSA 2106	3 hours
Management Major Curriculum	60 hours
Required ¹	33 hours
BUSA 2100, BUSA 4900, ENGL 3010, FIN 3350, MGNT 3250, MGNT 3300, MGNT 4000, MGNT 4640, MGNT 4800, CISM 3450, MKTG 3050	
Management Electives ¹	9 hours
Any 3000- or 4000-level MGNT course not required above	
Business Electives ¹	
Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, MGNT, or MKTG course not required above	9 hours
Non-Business Electives ^{2, 3, 4, 5}	9 hours
Total hours required for the degree	120 semester hours

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

² If BUSA 2106 is not taken in Area F, it is required here.

³ If CISM 2201 or CS 1000 is not taken in Area F, it is required here.

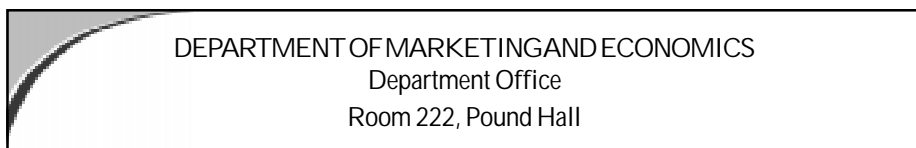
⁴ If MATH 1261 is not taken in Area D, it is required here.

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

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

Examples of Outcome Assessments

1. Projects, cases, tests, and presentations will be collected and reviewed by an assessment committee
2. Alumni members of the Young Alumni Advisory Council will be regularly polled to evaluate their learning in light of employer expectations



The Department of Marketing and Economics is a multidisciplinary department with programs that lead to a B.B.A. degree with a major in marketing, and a B.B.A. degree with a major in economics.

The department's programs are designed to give students the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and are required for professional careers in business and government. Each program stresses the importance of critical thinking skills, effective oral and written communication, and the application of knowledge to solve business problems. Students majoring in marketing or economics are able to gain work experience related to their major through the VSU Co-op Program and Students in Free Enterprise (SIFE).

Courses in economics (1) provide an understanding of the economic processes that provide the foundation for our business, political, and social behavior; (2) teach students how to acquire, process, and analyze information; and (3) provide a rigorous preparation for management careers in business and government and for graduate study in economics, business administration, and law.

Courses in marketing enable students to (1) define marketing opportunities; (2) plan and carry out marketing strategies; (3) manage sales and salespeople; and (4) engage in professional sales activities. The marketing program prepares individuals for challenging careers in both profit and non-profit organizations.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE
WITH A MAJOR IN MARKETING

Selected Educational Outcomes

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

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

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

Area F Requirements¹ 18 hours

ECON 2105, ECON 2106 6 hours

ACCT 2101, ACCT 2102 6 hours

CISM 2201 or CS 1000 2-3 hours

BUSA 2000 1 hour

BUSA 2106 3 hours

Marketing Major Curriculum. 60 hours

Required¹ 30 hours

BUSA 2100, BUSA 4900, ENGL 3010,

FIN 3350, MGNT 3250, MKTG 3050, MKTG 4620,

MKTG 4650, MKTG 4680, MKTG 4900

Marketing electives¹ 12 hours

Any 3000- or 4000-level MKTG courses

Business electives^{1, 2} 9 hours

Any 3000- or 4000-level BUSA, MGNT, CISM, ECON,

MKTG, ACCT or FIN courses not required or selected above

Non-Business Electives³ 9 hours

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

² If BUSA 2106 is not taken in Area F, it is required here.

³ If CISM 2201 or CS 1000 is not taken in Area F, and/or MATH 1261 is not taken in Area D, they are required here.

Total hours required for the degree 120 semester hours

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

Examples of Outcome Assessments

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

BACHELOR OF BUSINESS ADMINISTRATION DEGREE WITH A MAJOR IN ECONOMICS

Selected Educational Outcomes

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

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

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

Economics Major Curriculum.	60 hours
Required ¹	30 hours
BUSA 2100, BUSA 4900, ENGL 3010, FIN 3350, MGNT 3250, MKTG 3050, ECON 3100, ECON 3500, ECON 3600, ECON 4900	
Economics Electives ¹	12 hours
Any 3000- or 4000-level ECON courses	
Business Electives ^{1, 2}	9 hours
Any 3000- or 4000-level BUSA, MGNT, CISM, ECON, MKTG, ACCT or FIN courses not required or selected above	
Non-Business Electives ³	9 hours
 Total hours required for the degree	 120 semester hours

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

² If BUSA 2106 is not taken in Area F, it is required here.

³ If CISM 2201 or CS 1000 is not taken in Area F and/or MATH 1261 is not taken in Area D, they are required here.

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

Examples of Outcome Assessments

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

COLLEGE OF EDUCATION

Dr. Philip L. Gunter, Dean
227 Education Center

From its beginnings as a two-year women's normal school to its current role as a regional university, Valdosta State University has taken an active part in the preparation of teachers for Georgia's schools. As the role of the teacher has changed over these years, so have the educational programs offered by the College of Education. Today's programs focus on developing professionals for schools by incorporating standards from the appropriate accrediting bodies. These standards describe what beginning teachers should know and be able to do upon completion of their studies. Most programs in the College of Education require extensive field experiences, in which pre-service teachers apply the content, methods, and skills learned in college course work and receive feedback from mentor teachers and college supervisors. Prior to graduation, all students must demonstrate competencies necessary for beginning teachers in their chosen field of study.

ACCREDITATION

The College of Education maintains accreditation with the National Council for Accreditation of Teacher Education, and each individual teacher education program is accredited by the Georgia Professional Standards Commission. In addition, the Sports Medicine/Athletic Training Program is accredited by the Commission on Accreditation of Allied Health Education programs; the Communication Disorders program is accredited by the American Speech-Language-Hearing Association; and the graduate program in School Psychology is accredited by the National Association of School Psychologists.

TEACHING DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION

Major/Teaching Field	Level	Major/Teaching Field	Level
Art Education	P-12	Music Education	P-12
Business Education	6-12	Secondary Education:	6-12
*Communication Disorders	P-12	English, Mathematics, Biology,	
Early Childhood Education	P-5	Chemistry, Earth/Space, Physics,	
Foreign Language Education:	P-12	History, Political Science	
French, Spanish		*Special Education	P-12
Health & Physical Education	P-12	Technical, Trade and	6-12
Middle Grades Education	4-8	Industrial Education	

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

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students must be admitted to Teacher Education in order to enroll in professional education course work. The requirements for admission into Teacher Education are:

1. have a major leading to teacher certification.
2. have earned at least 30 semester hours.
3. have achieved at least an overall 2.5 GPA for all majors except Communication Disorders, which requires a 3.0 GPA and Art Education, which requires a 2.75 GPA.
4. have passed both parts of the Regents' Testing Program (or exemption–SAT or ACT).
5. have passed Praxis I (or exemption–SAT, ACT, GRE, or CLAST). Exemption scores are available on the College of Education website.
6. successful completion of appropriate "2999" course.
7. have completed a criminal background check.
8. have professional liability insurance.

Each teacher education program has a "2999" course (ACED 2999, ARED 2999, COMD 2999, ECED 2999, FLED 2999, KSPE 2999, MGED 2999, MUE 2999, SEED 2999, and SPEC 2999). The title of this course is "Entry to the Education Profession." The "2999" course is required of all teacher education majors as well as certification students; the course is a prerequisite to the professional education course work in all teacher education programs.

CHECK-POINT COURSES AND RETENTION IN TEACHER EDUCATION

Education majors are required to earn minimum grades of "C" in all professional education courses and those courses required in the major. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty and public school teachers' documented concerns, and (d) demonstration of appropriate dispositions. As a means of monitoring these retention requirements, each teacher education program has a check-point course. The status of students enrolled in these courses is monitored by the dean's office in the College of Education to ensure that all requirements for admission to teacher education have been maintained. Students who do not maintain these retention requirements will be prevented from continuing in professional education course work. The check-point courses for the teacher education programs in the College of Education are: Art Education, ARED 3010; Business Education, ACED 4500; Early Childhood, READ 3500; Foreign Language Education, FLED 4500; Middle Grades Education, MGED 3990; Music Education, MUSC 3650; Health and Physical Education, KSPE 4710; Secondary Education, SEED 3000; Special Education, SPEC 3050 (Mild Disabilities and Mental Retardation), READ 3500 (Deaf Education and Interrelated Special Education/Early Childhood), COMD 3080, (Communication Disorders - undergraduate), and COMD 5120 (Communication Disorders - graduate).

APPEALS PROCEDURE

If extenuating circumstances have led to denial of admission to Teacher Education or continuation in professional education course work, students may appeal to the Undergraduate Policies Committee. This committee meets regularly throughout the semester. Meeting dates are posted on the College of Education website. Appeal forms are available in the Dean's Office (EC 227) and on the College of Education website.

ADVISING CENTER

The Advising Center in the College of Education was created specifically to help students who are new to Valdosta State University. The Center assists students in planning their program of study and provides a strong support system for addressing individual concerns. College faculty members with excellent advising skills are selected from each department to assist students in the Advising Center. Also, students who have been successful at VSU are recruited as peer advisors to provide additional assistance to students in their critical first years at the university.

PROMOTING DIVERSITY IN TEACHER EDUCATION

Diversity

The College of Education faculty recognizes the need to take proactive steps to enhance multicultural and global perspectives and to promote diversity. In order to meet this need, they support multicultural perspectives throughout educational programs and actively seek a diverse student and faculty population.

Conceptual Framework

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

PROFESSIONAL FIELD EXPERIENCES

Valdosta State University's teacher preparation program places a strong emphasis upon professional field experiences in public school settings. Many of the major courses require that students be involved in field-based activities; these activities will be coordinated by the instructors responsible for the courses. With each of the field-based courses, students will be evaluated on their performances in the public school environment. Faculty members responsible for the courses will report any concerns to the student's advisor and discuss the concerns with the student and advisor. Repeated concerns or serious singular offenses in any field experiences will jeopardize the students' continuation in professional education course work.

Student Teaching

Student teaching is the culminating professional experience and is scheduled during the last term of university enrollment. The requirements to student teach are: (1) pass or exempt Praxis I, (2) overall GPA of at least 2.5 (3.0 for COMD and 2.75 for ARED), (3) completion of all coursework, (4) completion of criminal background check, and (5) liability insurance. Except for the student teaching seminar, students are not permitted to take coursework concurrently with student teaching. Applications for fall semester student teaching are due January 31 (of previous spring semester); applications for spring semester student teaching are due August 31 (of previous fall semester). Student teaching applications are available in the Dean's Office and in departmental offices. Student teaching is not offered in the summer. Students are not permitted to student teach in a school from which they graduated in the last seven years, where they have family members employed or enrolled, or in which they have worked as a paraprofessional.

Student teachers are required to take the appropriate Praxis II exam(s) for their major and submit a copy of their score report (all four pages) to the dean's office by the completion of student teaching. Students do not have to pass Praxis II in order to complete student teaching successfully, but they do have to take the test(s) and report their scores. Students who do not meet this requirement will receive an Incomplete (I) in student teaching for the semester and will not graduate.

A student who receives a grade of Unsatisfactory (U) for student teaching 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 certification by Valdosta State University.

GRADUATION AND TEACHER CERTIFICATION REQUIREMENTS

Health and Physical Education

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

Georgia Teacher Certification Testing Program

The Georgia Professional Standards Commission requires applicants seeking initial certification to demonstrate proficiency in their certification area by passing the tests appropriate to their program of study. These certification tests are the Praxis II Subject Assessments, and registration applications are available in the office of the Dean of the College of Education. A passing score must be obtained on these tests and a copy of the student's scores (all four pages) must be submitted to the Dean's Office before the College of Education will recommend students for an initial Georgia certificate. The Praxis I (or exemption) test is also required for certification, but it is met through the admission requirements for teacher education.

The certification tests are given periodically during the school year at VSU and at other locations across the state. Students are encouraged to register for their respective tests during the first semester of the senior year. These tests may be repeated as needed to achieve the required passing score.

Certification Programs for Students with Degrees

Students who already have a degree and are coming to Valdosta State University to obtain a teaching certificate should first check on their eligibility for admission to teacher education. If the student qualifies for Teacher Education, he or she should complete a “certification evaluation” request, which may be obtained from the Dean’s Office. The completed form will be sent to the appropriate department where the student’s transcripts will be reviewed and a certification program developed. A certification evaluation fee of \$35 will be charged for the development of this individualized plan. Certification students must meet admission to teacher education requirements.

Other Degree Programs in the College of Education

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

Undergraduate Course Designations within the College of Education

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



DEPARTMENT OF ADULT AND CAREER EDUCATION

Dr. Mary Willis, Acting Head

Room 215, Education Center

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

The undergraduate programs in the Department of Adult and Career Education are designed to give the student the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum. One goal of the department is to offer professional education programs which prepare teachers in the areas of business education; technical, trade, and industrial education; and adult and career education. A second goal of the department is to offer professional programs to prepare industry practitioners with degrees in technical studies and administrative services. A primary focus of all departmental programs is to serve students with relevant, practical coursework that encourages life-long learning and the utilization of technology. Additionally, the department seeks to prepare professionals through the development of the knowledge, dispositions, skills, and ethics necessary to function in a variety of work environments.

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

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

Selected Educational Outcomes

1. Students who graduate from teacher preparation programs will demonstrate an acceptable level of content knowledge.
2. Students in teacher preparation programs will demonstrate an acceptable level of teaching competency in their major areas by planning, delivering, and assessing appropriate instruction in a public school setting for an extended period of time during the student teaching experience.
3. Students in the Business Education program will report an adequate level of perceived competence in a variety of computer/technology applications, such as desktop publishing, multimedia applications, word processing, spreadsheets, databases, and presentation software.

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

Core Areas A-E (See VSU Core Curriculum)	42 hours
College of Education Health and Physical Education Requirements.	6 hours
KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours
Area F Requirements.	18 hours
MSED 2000, ACED 2400, SPEC 2000	9 hours
ACCT 2101, ACED 1100, ECON 1500	9 hours
ACED 2999	0 hours
Major Course Requirements.	60 hours
ACED 2050, ACED 3000, ACED 4070, ACED 4160	12 hours
ACED 4050, ACED 3610, ACED 4400, ACED 4500	12 hours
ACCT 2102, BUSA 2106, MKTG 3050, PSYC 3110	12 hours
ACED 3100, ACED 3400, ACED 3700	9 hours
ACED 4790	10 hours
ACED 4800	2 hours
Elective	3 hours
Total hours required for the degree	126 semester hours

Examples of Outcome Assessments

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

BACHELOR OF SCIENCE DEGREE WITH A
MAJOR IN ADMINISTRATIVE SERVICES

Selected Educational Outcomes

1. Students will demonstrate an acceptable level of competency in job skills.
2. Students will demonstrate the ability to integrate into simulated activities such higher-level office administration skills as decision-making skills, communication skills, advanced keyboarding skills, advanced word processing skills, and problem-solving skills.
3. Students will report an adequate level of perceived competence in a variety of computer-technology applications, such as desktop publishing, multimedia applications, word processing, spreadsheets, databases, and presentation software.

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

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements.	18 hours
ACED 2400, ACED 1100, ACED 2050	9 hours
ECON 1500, ACCT 2101, BUSA 2106	9 hours
Major Course Requirements	60 hours
ACCT 2102, ACED 3000, ACED 3400	9 hours
ACED 4050, ACED 4160, ACED 4300	9 hours
ACED 3610, ACED 3700, ACED 4070	9 hours
ACED 3100, MGNT 4000, MKTG 3050	9 hours
MGNT 3250, ACED 4810, PHIL 3150	9 hours
Choose one:	
MGNT 3910, COMM 2400, or MKTG 4680	3 hours
Electives	12 hours
Total hours required for the degree	120 semester hours

Examples of Outcome Assessments

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

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

Selected Educational Outcomes

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

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

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements.	18 hours
MSED 2000, SPEC 2000, ACED 2400	9 hours
ACED 2900, ACED 2950, ACED 2960	9 hours
College of Education Health and Physical Education Requirements.	6 hours
(Required in Secondary Option)	
KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours
Major Course Requirements.	60 hours
PSYC 3130, ACED 4690, ACED 4510	9 hours
ACED 3600, ACED 4680, ACED 4670, ACED 4810	12 hours
ACED 4710, ACED 3650, ACED 4560, ACED 3850	12 hours
ACED 3500, ACED 3510, ACED 3520	9 hours
ACED 4780	12 hours
Guided Electives	6 hours
Total hours required for the degree	126 semester hours

Examples of Outcome Assessments

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

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

Selected Educational Outcomes

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

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

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements.	18 hours
MSED 2000, ACED 2400	6 hours
ACED 2900, ACED 2950, ACED 2960	9 hours
Elective from Areas A-E	3 hours
Major Course Requirements.	60 hours
PSYC 3130, ACED 4690, ACED 4510	9 hours
ACED 3600, ACED 4670, ACED 4680, ACED 4810	12 hours
ACED 3650, ACED 4560, ACED 3850, ACED 3860	12 hours
ACED 3500, ACED 3510, ACED 3520	9 hours
ACED 4300, ACED 4310, ACED 4320, ACED 4600	12 hours
Guided Electives	6 hours
Total hours required for the degree	120 semester hours

Examples of Outcome Assessments

1. Students will be assessed on their ability to develop an occupational description related to their area of specialization.
2. Students will be assessed on their ability to plan, deliver, and assess instruction as part of the course requirements for ACED 4690 (Methods of Instruction in Technical, Trade and Industrial Education).
3. Students will be assessed on their ability to develop appropriate curriculum/training programs for the work environment as part of the course requirements for ACED 3860 (Program Development in Adult and Continuing Education).

BACHELOR OF APPLIED SCIENCE DEGREE WITH A MAJOR IN TECHNICAL STUDIES

The Bachelor of Applied Science (BAS) degree is designed for students who complete the cooperative Associate of Applied Science (AAS) degree with VSU and a Georgia technical college, a cooperative Associate of Applied Science (AAS) degree through another cooperative arrangement (college/technical college) within the state of Georgia, or an Associate of Applied Technology (AAT) degree from a Georgia technical college. Upon completion of the associate degree and admission into the BAS program, the students will be granted 36 semester hours of credit by VSU, which will be counted toward the BAS degree requirements.

Selected Educational Outcomes

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

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

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

Area F Requirements. 18 hours

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

Major Course Requirements. 60 hours

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

SOCI 4200, MGNT 3250, MKTG 3050 9 hours

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

Guided Electives - Upper Division 9 hours

Supporting Courses 18 hours

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

Total hours required for the degree 120 semester hours

Examples of Outcome Assessments

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

Requirements for the Bachelor of Applied Science Degree with a Major in Technical Studies (Secondary Certification)

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements.	18 hours
MSEC 2000, SPEC 2000, ACED 2400	9 hours
Completion of an approved technical college program that is one calendar year or longer in length	9 hours
Major Course Requirements.	60 hours
ACED 3600, ACED 4510, ACED 4670	9 hours
ACED 4690, ACED 4680, ACED 4710	9 hours
PSYC 3130	3 hours
ACED 4780 (12 hours) or ACED 4790 (10 hours) and ACED 4800 (2 hours)	12 hours
Supporting Courses	27 hours
Completion of an approved technical college program that is one calendar year or longer in length. Combined with Area F for a total of 36 hours credit for technical program.	
College of Education Health and Physical Education Requirements.	6 hours
KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours
Total hours required for the degree	126 semester hours

JOINT DEGREE PROGRAM WITH TECHNICAL COLLEGES

ASSOCIATE OF APPLIED SCIENCE - JOINT DEGREE

An Associate of Applied Science degree program in selected programs is offered in cooperation with the following technical colleges: Albany Technical College, East Central Technical College, Moultrie Area Technical College, Southwest Georgia Technical College, and Valdosta Technical College. Students enrolled in this program can earn the Associate of Applied Science degree upon successful completion of an approved program at one of the technical colleges and 24 semester hours from the Valdosta State University Core Curriculum. Of these 24 hours, 21 must be taken in residence at Valdosta State University.

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

Selected Educational Outcomes

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

University Requirements:

Area A	9 hours
ENGL 1101, ENGL 1102	6 hours
MATH 1101 or MATH 1111	3 hours
Area D	8 hours
Science Courses	8 hours
Area E	6 hours
HIST 2111 or HIST 2112	3 hours
POLS 1101	3 hours
Elective	1 hour
Total Semester Hours	21 hours

Examples of Outcome Assessments

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

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

An Associate of Applied Science degree program with a major in dental hygiene is offered in cooperation with Valdosta Technical College. Students enrolled in this program can earn the Associate of Applied Science degree upon successful completion of the dental hygiene clinical program at Valdosta Technical College and 35 semester hours from Valdosta State University. There is no required sequence for the VSU courses, nor is there a minimum number of VSU courses required to be completed for entry into the dental hygiene clinical program at Valdosta Technical College. However, the amount of VSU coursework completed prior to application to the Valdosta Technical College clinical program will be a factor in the admissions process. Enrollment in the Valdosta Technical College clinical program is limited; therefore, students who complete the VSU coursework are not guaranteed admission into the clinical program at Valdosta Technical College. Students are required to pass the Regents' Exam.

Selected Educational Outcomes


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

University Requirements:

Area A	9 hours
ENGL 1101, ENGL 1102	6 hours
MATH 1101 or MATH 1111	3 hours
Area D	20 hours
BIOL 2651, BIOL 2652, BIOL 2900	12 hours
CHEM 1151K, CHEM 1152K	8 hours
Area E	6 hours
POLS 1101	3 hours
HIST 2111 or HIST 2112	3 hours
Total Semester Hours	35 hours

Examples of Outcome Assessments

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



DEPARTMENT OF EARLY CHILDHOOD
AND READING EDUCATION

Dr. Julie M. Reffel, Head
Room 56, Education Center

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

The early childhood education programs are designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children's overall intellectual, social, emotional, and personal growth and development. The design of the undergraduate professional program includes a variety of methods and content courses. These courses are supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with young children. The reading education programs prepare individuals who specialize in the areas of reading/language arts. Graduate programs are designed to build upon prior professional preparation and experiences and extend the depth and breath of knowledge of the theoretical base and exemplary practices in early childhood education and reading education.

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

Selected Educational Outcomes

1. Graduates will demonstrate an acceptable level of content knowledge.
2. Graduates will demonstrate an acceptable level of teaching competency for an extended period of time during the student teaching experience by planning, delivering, and assessing appropriate instruction for pupils who represent a diverse population and who are in public school settings.
3. Graduates will integrate technology into instruction, assessment, and communication.
4. Graduates will demonstrate characteristics of reflective practitioners by evaluating the effects of choices and actions on others (pupils, families, and other professionals in the learning community).

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

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

Area F Requirements. 18 hours

ACED 2400, MSED 2000, SPEC 2000 9 hours

ENGL 2000, MATH 2160 6 hours

POLS 2200, ARED 2020, or MUE 2640 3 hours

ECED 2999 0 hours

College of Education Health and Physical Education Requirements. 6 hours

KSPE 2000, KSPE 2150 4 hours

KSPE Fitness/Activity Courses 2 courses

Professional Program Requirements. 60 hours

Professional Semester 1

MATH 3161 3 hours

PSYC 3120 3 hours

ECED 3000, ECED 3400 6 hours

READ 3200 3 hours

ECED 3190 1 hour

Professional Semester 2

SCI 3000 3 hours

MATH 3162 3 hours

KSPE 3330 3 hours

ECED 3300 3 hours

READ 3500 3 hours

ECED 3690 1 hour

Professional Semester 3

MATH 4161 3 hours

READ 4100 3 hours

ECED 4300 3 hours

ECED 4400 3 hours

READ 4200 3 hours

ECED 4690 1 hour

Professional Semester 4


ECED 4790 12 hours

Total hours required for the degree 126 semester hours

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

Examples of Outcome Assessments

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



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

The Department of Kinesiology and Physical Education offers programs that lead to a Bachelor of Science in Education degree with a major in health and physical education, a Bachelor of Science degree with a major in sports medicine/athletic training, a Bachelor of Science in Exercise Physiology degree, and a Master of Education degree with T-5 (professional) certification in health and physical education.

Degree programs in the Department of Kinesiology and Physical Education prepare students for professional careers in health and physical education (teacher education), exercise physiology, and sports medicine/athletic training. The degree programs are designed to build concepts and skills appropriate for specific careers through a series of sequenced courses, field experiences, and internships. These concepts and skills include program planning, computer and other technology applications, social diversity and cultural pluralism, appreciation for individual differences, assessment, and professional ethics.

The Bachelor of Science in Education degree (B.S.Ed.) with a major in health and physical education prepares students to teach health and physical education from pre-kindergarten through 12th grade (P-12). Upon successful completion of the degree program and posting a passing score on the Praxis II teacher certification exam in the area of health and physical education, students are eligible for the T-4 (professional) teaching certificate from the State of Georgia. Both the undergraduate and graduate teacher education programs are approved by the National Council on Accreditation for Teacher Education (NCATE) and the National Association of Sport and Physical Education (NASPE).

The Bachelor of Science in Exercise Physiology (B.S.E.P.) degree prepares students to work in a wide variety of settings, such as cardiopulmonary rehabilitation, corporate fitness/wellness, hospital health promotion and outpatient rehabilitation, human performance laboratories, and private practice. Students are involved in classroom, laboratory, clinical, and field experiences that include theoretical and hands-on activities in clinical and non-clinical settings that often include health appraisal and education, exercise testing and prescription, and administrative leadership skills. Graduates are prepared for and encouraged to seek certification through the American College of Sports Medicine (ACSM), the American Society of Exercise Physiologists (ASEP), and the National Strength and Conditioning Association (NSCA). The degree also provides a strong foundation for advanced or professional studies in exercise physiology, medicine, physical therapy, occupational therapy, and related areas. Students interested in further study in these areas are responsible for satisfying specific admission requirements in those programs.

The Bachelor of Science degree with a major in sports medicine/athletic training is a curriculum program accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Successful completion of the degree program qualifies the student to sit for the Board of Certification (BOC) exam. An individual posting a passing score on the exam is recognized as a Certified Athletic Trainer by the National Athletic Trainers Association (NATA) and is eligible to apply for state licensure and work as an athletic trainer in clinical and school settings, professional sports, and colleges and universities. Students in the program receive training under the direct supervision of one of the institution's BOC-certified athletic trainers in the areas of injury prevention, pathology of illnesses and injuries, assessment and evaluation, care of acute injuries and illnesses, pharmacology, therapeutic exercise and modalities, psychosocial intervention and referral, health care administration, and professional responsibilities.

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

Selected Educational Outcomes

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

1. content knowledge related to the development of a physically educated person
2. competency across a wide variety of fitness, individual, team, outdoor, recreational, and rhythmic activities
3. the ability to use information technology to enhance student learning and professional productivity
4. an understanding of how individuals learn and develop within the physical, cognitive, and affective domains
5. the ability to implement effective long- and short-term planning; safe, highly motivated, and well managed instructional strategies; and varied, sequential curriculum development across all levels of school programming (P-12), including students with special needs

Selected Outcome Assessments

Students recommended for certification are required to

1. achieve a grade of "C" or higher in all upper-division courses of the program and pass the Health and Physical Education Praxis II Exams
2. demonstrate skills and fitness in all required technique courses
3. utilize profession-specific computer applications and the Internet across the program, culminating with the electronic portfolio
4. demonstrate the application of knowledge related to motor development and learning, anatomy, physiology, and biomechanics through satisfactory completion of written assessments, projects, laboratory experiences, and oral presentations
5. develop and implement lesson, unit, and annual plans, as well as student assessments through micro-teaching experiences, small group practicum teaching episodes, all pre-intern field experience planning and instructional requirements, capstone student teaching requirements, and electronic portfolio development.

Requirements for the B.S. Ed. Degree with a Major
in Health and Physical Education

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements.	18 hours
MSED 2000, ACED 2400, SPEC 2000	9 hours
BIOL 2651, BIOL 2652	8 hours
KSPE Physical Education Activity Course	1 hour
KSPE 2999	0 hours
(Any physical education course requiring physical fitness or lifetime physical activity participation and content approved by any departmental academic advisor.)	
College of Education Health and Physical Education Requirements.	6 hours
KSPE 2010 and KSPE 2020	6 hours
Professional Program Requirements.	60 hours
KSPE 2101, KSPE 3200, KSPE 3301, KSPE 3401	12 hours
KSPE 3411	4 hours
PSYC 3110, KSPE 3420, KSPE 3911	9 hours
KSPE 3450, KSPE 3460, KSPE 3700, KSPE 4710	12 hours
KSPE 2000, KSPE 3141, KSPE 4220	8 hours
PSYC 2700	3 hours
KSPE 4800	2 hours
KSPE 4790	10 hours
Total hours required for the degree	126 semester hours

BACHELOR OF SCIENCE IN EXERCISE PHYSIOLOGY (B.S.E.P.) DEGREE

The Bachelor of Science in Exercise Physiology (B.S.E.P.) degree is based on the desired educational content and outcomes (knowledge, skills, and abilities) listed by the American College of Sports Medicine (ACSM), the American Society of Exercise Physiologists (ASEP), the National Association for Sport and Physical Education (NASPE) and the National Strength and Conditioning Association (NSCA).

Selected Educational Outcomes

Students who graduate with a B.S.E.P. degree will be able to demonstrate:

1. knowledge in basic functional anatomy, biomechanics, and physiological responses to exercise
2. knowledge of nutrition and body composition as related to exercise performance and health maintenance
3. administrative and leadership skills for exercise programs in a variety of clinical and non-clinical settings
4. knowledge of assessment, evaluation, and education of various populations in clinical and non-clinical settings regarding physical activity and healthful lifestyles.

Selected Outcome Assessments

Students who graduate with a B.S.E.P. degree will be able to:

1. develop, through written, oral and practical examinations, a scientifically based and medically safe fitness assessment and exercise prescription.
2. interpret successfully, through written, oral and practical examinations, the results of health and fitness assessments and demonstrate proficiency in exercise and nutrition prescription for an individualized program for exercise performance and health maintenance.
3. successfully meet VSU guidelines for academic credit for participating in an internship program.
4. sit for a certification examination as offered by the American College of Sports Medicine (ACSM), the American Society of Exercise Physiologists (ASEP), and the National Strength and Conditioning Association (NSCA).

Admission Requirements

Students may be admitted to the Bachelor of Science in Exercise Physiology degree program with

- a. completion of Areas A-F of the Core curriculum
- b. successful completion of the Regents' Testing Program
- c. a minimum cumulative grade point average of 2.50
- d. a minimum of "C" in all prerequisite courses within the BSEP program
- e. "Admission to the Major" form signed by the BSEP program coordinator.

Retention Requirements

The student's grade point average in all Bachelor of Science in Exercise Physiology coursework at the 3000- and 4000-level must be at least 2.5 in order for the student to be allowed to enroll in either KSPE 4510 or KSPE 4550.

Requirements for the Bachelor of Science in Exercise Physiology degree

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

Exercise Physiology majors are required to take MATH 1101 or MATH 1111 in Area A. In Area D, Exercise Physiology majors may follow D.1, D.2., or D.2.b. However, they must choose at least one class in chemistry and at least one class in biology.

Area F requirements. 18 hours

ACED 2400 3 hours

BIOL 2651 and BIOL 2652 8 hours

MATH 2620 3 hours

Math or Science Elective 4 hours

College of Education Health and Physical Education requirements. 4 hours

KSPE 2000 2 hours

Two KSPE 1000-level Electives 2 hours

Professional Program requirements.	60 hours
KSPE 3010, KSPE 3011, KSPE 3050	9 hours
KSPE 3200, KSPE 3020, KSPE 3360	9 hours
KSPE 3410, KSPE 3420, KSPE 3430, KSPE 3650	12 hours
KSPE 4210, KSPE 4070, KSPE 4080, KSPE 4040,	12 hours
KSPE 4130, KSPE 4510	6 hours
KSPE 4550	12 hours
Total hours required for the degree	124 semester hours

BACHELOR OF SCIENCE WITH A MAJOR IN SPORTS MEDICINE/ATHLETIC TRAINING

The Commission on Accreditation of Allied Health Education Programs (CAAHEP), the National Athletic Trainers Association (NATA), and the Joint Review Committee on Athletic Training Educational Programs identify a number of specific educational outcomes necessary for accreditation and the preparation of students to become athletic trainers.

Selected Educational Outcomes

The sports medicine/athletic training students will possess knowledge, skills, and values:

1. to identify injury and illness risk factors that may be encountered by athletes and others involved in physical activity and implement a risk management and prevention program
2. to assess the injuries and illnesses of athletes and others involved in physical activity and to determine proper care, referring the client to other health care providers when appropriate
3. to recognize, assess, and treat the acute injuries and illnesses of athletes and others involved in physical activity and to provide appropriate medical referral
4. to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity
5. to understand and recognize the nutritional aspects of athletics and physical activity and to refer, when appropriate.

Various assessment techniques are used in the sports medicine/athletic training program to determine the progress of students and whether the curriculum is meeting the stated objectives and goals.

Selected Outcome Assessments

The sports medicine/athletic training students must

1. demonstrate acceptable levels of skill in athletic training protocols such as taping, treatment modalities, injury assessment, and injury prevention. These skills are assessed by the student's clinical supervisor throughout their senior level course work, as outlined by the National Athletic Trainers Association.
2. through written and oral examinations, be able to recognize and evaluate injuries accurately and describe the necessary steps for immediate care.
3. be able to describe and plan the rehabilitation and reconditioning of individuals with athletic injuries.
4. have an exit interview with the program director to discuss their strengths, weaknesses, and overall ability to perform as an athletic trainer and health care administrator.

Requirements for the B.S. degree with a Major in Sports Medicine/Athletic Training

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements.	18 hours
BIOL 2651, BIOL 2652	8 hours
ACED 2400, PSYC 2700	6 hours
KSPE 2151, KSPE 2050	4 hours
College of Education Health and Physical Education Requirements.	4 hours
KSPE 2000	2 hours
Two KSPE Fitness/Activity Courses	2 hours
Professional Program Requirements.	60 hours
KSPE 3200, KSPE 3420, KSPE 3430	9 hours
KSPE 4300, KSPE 4350, KSPE 4360, KSPE 4400	12 hours
KSPE 3440, KSPE 3441, KSPE 4440, KSPE 4441	4 hours
KSPE 4250, KSPE 4450, KSPE 4490, KSPE 3020	12 hours
KSPE 4600, KSPE 4491, KSPE 4700	7 hours
KSPE 4430	12 hours
Electives	4 hours
Total hours required for the degree.	124 semester hours


ADMISSION CRITERIA

Students may declare the Sports Medicine/Athletic Training major as enrolling freshmen and then formally apply to the program during the fall semester of their sophomore year. Admission to the program is limited by the number of available clinical positions. Applicants will be accepted each year according to the criteria listed below.

1. Overall grade point average
A student must have a 2.75 overall grade point average (includes transferred coursework) at the time of enrolling in KSPE 2050 Introduction to Sports Medicine/Athletic Training.
2. Course work
 - a. Forty-five semester hours completed
 - b. KSPE 2050 Introduction to Sports Medicine/Athletic Training, KSPE 2151 Advanced First Aid/CPR, BIOL 2651 Anatomy and Physiology with grades of "C" or better
 - c. Regents' Examination passed
3. Directed Observation
 - a. 100 hours Directed Observation
 - b. Clinical skills proficiency
 - c. Demonstration of punctuality, professionalism, and responsibility
4. Successful Interview
5. Favorable Recommendations – three from non-familial sources

RETENTION REQUIREMENTS

1. Students must have:
 - a. maintained an overall minimum GPA of 2.75. Students whose overall GPA falls below 2.75 will be placed on probation for one semester.
 - b. obtained student liability insurance.
 - c. obtained the Hepatitis B Vaccine inoculation.
 - d. completed a pre-participation physical.
 - e. attended OSHA training and abided by all OSHA regulations.
 - f. been able to meet the published technical standards of the program.
2. Students will be dismissed for any of the following reasons:
 - a. Overall GPA falling below 2.75 and inability to achieve this requirement after one semester of probation.
 - b. Unsatisfactory clinical evaluation.
 - c. Unsatisfactory year-end evaluation.
3. Technical Standards
The VSU Athletic Training Program has specific technical standards that must be mastered prior to graduation. The Standards can be found on the Athletic Training Education website: <<http://coefaculty.valdosta.edu/spm>>.



DEPARTMENT OF MIDDLE GRADES
AND SECONDARY EDUCATION
Dr. Adele Ducharme, Head
Room 87, Education Building

The Department of Middle Grades and Secondary Education is a multidisciplinary department with undergraduate programs that offer the B. S. Ed. degree with a majors in middle grades education and in secondary education.

The department offers programs with teaching field for grades 4-8, middle grades, in two concentrations selected from language arts, mathematics, science or social studies. Secondary education programs are offered, with teaching fields for grades 7-12 in English, mathematics, biology, chemistry, physics, earth science, history, or political science. The programs provide experiences that allow preservice teachers to develop the content knowledge and pedagogical skills necessary for meeting the diverse needs of their future students. Emphasis is placed on student-centered and reflective approaches to communicating effectively, using the tools of inquiry, developing learning opportunities for all students, integrating technology into instruction and fostering relationships within the larger community.

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN MIDDLE GRADES EDUCATION

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

Selected Educational Outcomes

1. Students who graduate from teacher preparation programs will demonstrate an acceptable level of content knowledge in multiple disciplines.
2. Students in teacher preparation programs will demonstrate an acceptable level of teaching competency in their major areas by planning, delivering, and assessing appropriate instruction in a public school setting for an extended period of time during the student teaching experience.
3. The students plan and create culturally responsive instructional opportunities with sensitivity to individual learners.
4. The students establish the integration of technology into instruction, assessment, and communication.

The departmental faculty members assess the desired learner outcomes by using a variety of techniques. Examples of summative assessments in addition to course evaluations include the following:

Examples of Outcome Assessments

1. Students are required to pass the Middle Grades Praxis II Exam before they will be recommended for certification. The College of Education will examine the results of the Praxis Exams, by program, to determine the pass/fail rates of its graduates based on state passing scores.
2. The student teachers are assessed on professional teaching knowledge and skills related to the ten College of Education Conceptual Framework Principles through direct observation recorded on a standard rating scale by the college supervisor and the public school mentor. Written assignments required by the individual program are also assessed.
3. Students in their professional program must submit collection portfolios and teaching portfolios at the end of each senior semester documenting the design and implementation of culturally responsive instructional opportunities for all learners. A rubric will be used to assess the portfolios.
4. Students portfolios are assessed for integration of technology into instruction using a departmental rubric.

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

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements.	18 hours
MSED 2000, SPEC 2000, ACED 2400	9 hours
Primary Concentration (select one area)	6 hours
Language Arts, Math, Science, or Social Studies (select from the approved course list for concentration area)	
Secondary Concentration	3 hours
Language Arts, Mathematics, Science, Social Studies (select from the approved course list for concentration area)	
MGED 2999	0 hours
College of Education Health and Physical Education Requirements.	6 hours
KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours
Program Requirements.	60 hours
Core Courses	6 hours
PSYC 3110, MGED 3990	6 hours
Primary Content Concentration Area (Select one.)	12 hours
Language Arts, Mathematics, Science, Social Studies	
Secondary Content Concentration Area (Select one.)	12 hours
Language Arts, Mathematics, Science, Social Studies	

General: MATH 3180, READ 4550	6 hours
Professional Program	24 hours
MGED 3110	2 hours
MGED 4000, MGED 4030, MGED 4050	9 hours
MGED 4620	1 hours
MGED 4790	10 hours
MGED 4800	2 hours

Total hours required for the degree 126 semester hours

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

Selected Educational Outcomes

1. Students will demonstrate an acceptable level of content knowledge.
2. Students will demonstrate an acceptable level of teaching competency in their major areas by appropriately planning, delivering, and assessing instruction in a public school setting for an extended period of time during the student teaching experience.
3. Students will plan and create culturally responsive instructional opportunities with sensitivity to individual learners.
4. Students will integrate technology into communication, instruction, and assessment.

The department faculty members assess the desired learner outcomes by using a variety of techniques. Examples of summative assessments in addition to course evaluations include the following:

Examples of Outcome Assessments

1. Graduates are required to pass the appropriate Praxis II Exam before they will be recommended for certification.
2. Student teachers are assessed on professional teaching knowledge and skills related to the ten College of Education Conceptual Framework Principles through direct observation recorded on a standard rating scale by college supervisors and public school mentors. Written assignments required by individual programs are also assessed.
3. Students must submit professional teaching portfolios at the end of each field experience documenting the design and implementation of culturally responsive instructional opportunities for all learners.
4. Students must submit professional teaching portfolios to document technology integration. Evidence of electronic communication, the use of instructional software, technology presentations and assessment materials must be included.

All B.S.Ed. degrees with a major in secondary education, regardless of teaching field, have the same required Core Areas A through E and the same Health and Physical Education requirements. Area F and upper division requirements change according to the teaching field.

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

College of Education Health and Physical Education Requirements. 6 hours

KSPE 2000, KSPE 2150 4 hours

Two KSPE Fitness/Activity Courses 2 hours

Requirements for the B.S.Ed. Degree with a Major in
Secondary Education/English

Area F Requirements. 18 hours

MSED 2000, ACED 2400, SPEC 2000 9 hours

ENGL 2140 (if taken in area C, ENGL 2110,
2120 or 2130 may be substituted) 3 hours

Two courses chosen from the following: 6 hours

Foreign language and Culture through 2002 or

ART 1100; COMM 2500; HIST 1011, HIST 1012, HIST 1013;

MUSC 1100, PHIL 2020, THEA 1100

SEED 2999 0 hours

Professional Education. 23 hours

PSYC 3110 3 hours

SEED 3000, SEED 3010 4 hours

SEED 4100 3 hours

SEED 4620 1 hour

SEED 4790 10 hours

SEED 4800 2 hours

Area of Concentration. 37 hours

ENGL 3110, 3120, 3210 9 hours

ENGL 3050 1 hours

ENGL 3060 3 hours

ENGL 3080 or ENGL 3090 3 hours

ENGL 4110, 4120, 4130, 4140 or 4150 3 hours

ENGL 4210, 4220, 4230, or 4240 3 hours

One Genre course from the following:

ENGL 4320 - 4350, 4410, 4420 3 hours

LING 4000 or ENGL 4610 3 hours

Two 3-hour 4000 level electives from ENGL, CRWR, JOUR,
or LING (one foreign language literature course numbered
4000 level or above may be substituted) 6 hours

READ 4550 3 hours

Total hours required for the degree 126 semester hours

Requirements for the B.S.Ed. Degree with a Major in
Secondary Education/Mathematics

Area F	18 hours
MSED 2000, ACED 2400, SPEC 2000	9 hours
MATH 2262 and MATH 2263	8 hours
MATH from Area D beyond the calculus courses	1 hour
SEED 2999	0 hours
Professional Education	23 hours
PSYC 3110	3 hours
SEED 3000, SEED 3010	4 hours
SEED 4200, SEED 4620	4 hours
SEED 4790	10 hours
SEED 4800	2 hours
Area of Concentration	37 hours
CS 1010 or CS 1301	3 or 4 hours
MATH 2150, MATH 3010, MATH 3040, MATH 3190	12 hours
MATH 3510, MATH 3600, MATH 4081, MATH 4150	12 hours
MATH 4901 or MATH 4910	3 hours
MATH	3 or 4 hours
READ 4550	3 hours
Total hours required for the degree	126 semester hours

Requirements for the B.S.Ed. Degree with a Major in
Secondary Education/Biology Education

Area F	18 hours
MSED 2000, ACED 2400, SPEC 2000	9 hours
CHEM 1211/1211L, CHEM 1212/1212L	8 hours
Carry-over from Calculus in Area D	1 hour
SEED 2999	0 hours
Professional Education	23 hours
PSYC 3110	3 hours
SEED 3000, SEED 3010, SEED 4300, SEED 4620	8 hours
SEED 4790	10 hours
SEED 4800	2 hours
Area of Concentration	36 hours
BIOL 2010, BIOL 2230, BIOL 2270, BIOL 3100	16 hours
BIOL 3200, BIOL 3300	8 hours
BIOL 3400 or BIOL 3450	4 hours
BIOL 4830	1 hour
BIOL electives at 3000-4000 level	5 hours
READ 4550	3 hours
Total hours required for the degree	126 semester hours

Requirements for the B. S. Ed. Degree with a Major in
Secondary Education/Chemistry Education

Area F	18 hours
MSED 2000, ACED 2400, SPEC 2000	9 hours
PHYS 1111K and PHYS 1112K	8 hours
Carry-over from area D	1 hour
SEED 2999	0 hours
Professional Education	23 hours
PSYC 3110	3 hours
SEED 3000, SEED 3010, SEED 4300, SEED 4620	8 hours
SEED 4790	10 hours
SEED 4800	2 hours
Area of Concentration	37 hours
CHEM 1211 and 1211L and CHEM 1212 and 1212L	8 hours
CHEM 2310, CHEM 3401, CHEM 3402	12 hours
CHEM 3601	3 hours
CHEM 3601L	2 hours
CHEM electives at 3000-4000 level	9 hours
READ 4550	3 hours
Total hours required for the degree	126 semester hours

Requirements for the B. S. Ed. Degree
with a Major in Secondary Education/Earth and Space Education

Area F	18 hours
ACED 2400, MSED 2000, SPEC 2000	9 hours
PHYS 2211K and PHYS 2212K	8 hours
Carryover from Calculus in Area D	1 hour
SEED 2999	0 hours
Professional Education	23 hours
PSYC 3110	3 hours
SEED 3000, SEED 3010, SEED 4300, SEED 4620	8 hours
SEED 4790	10 hours
SEED 4800	2 hours
Area of Concentration	37 hours
GEOG 1112K	4 hours
GEOG 1113K or GEOG 1121K	4 hours
GEOG 2010	1 hour
GEOL 1122K	4 hours
ASTR 3101 and ASTR 3102	8 hours
GEOG/GEOL/ASTR electives 3000-4000 level	13 hours
READ 4550	3 hours
Total hours required for the degree	126 semester hours

Requirements for the B. S. Ed. Degree with a Major in
Secondary Education/Physics Education

Area F	18 hours
ACED 2400, MSED 2000, SPEC 2000	9 hours
PHYS 2211K, PHYS 2212K (1-hour carry-over from area D)	9 hours
SEED 2999	0 hours
Professional Education	23 hours
PSYC 3110	3 hours
SEED 3000, SEED 3010, SEED 4300, SEED 4620	8 hours
SEED 4790	10 hours
SEED 4800	2 hours
Area of Concentration	37 hours
MATH 2262 and MATH 2263	8 hours
PHYS 2010	1 hour
PHYS 3810, PHYS 4111, PHYS 4112, PHYS 4211	12 hours
PHYS 4411	3 hours
PHYS electives at 3000-4000 level	10 hours
READ 4550	3 hours
Total hours required for the degree	126 semester hours

Requirements for the B.S.Ed. Degree
with a Major in Secondary Education/History

Area F	18 hours
ACED 2400, MSED 2000, SPEC 2000	9 hours
Nine hours chosen from the following:	9 hours
GEOG 1101, GEOG 1102, HIST 1011, HIST 1012, HIST 2211, HIST 2212, ANTH 1102, ECON 1500, ECON 2105, SOCI 1101, SOCI 1160	
SEED 2999	0 hours
Professional Education	23 hours
PSYC 3110	3 hours
SEED 3000, SEED 3010, SEED 4400, SEED 4620	8 hours
SEED 4790	10 hours
SEED 4800	2 hours
Area of Concentration	37 hours
HIST 4210, HIST 4205	6 hours
HIST 4240 or HIST 4100	3 hours
HIST 4206 or HIST 4232	3 hours
HIST 4100, HIST 4201, HIST 4202, HIST 4204, HIST 4207, HIST 4208 or HIST 4404	3 hours
HIST 3201, HIST 3202, HIST 3205, HIST 3206, HIST 3207, HIST 3208, or HIST 3209	6 hours

HIST 3303, HIST 3402, HIST 4403, HIST 4500, HIST 4511, HIST 4512, or HIST 4404	6 hours
HIST 3990	1 hour
Social Science electives above 3000	6 hours
READ 4550	3 hours

Total hours required for the degree 126 semester hours

Requirements for the B. S. Ed. Degree with a Major in
Secondary Education/Political Science

Area F	18 hours
ACED 2400, MSED 2000, SPEC 2000	9 hours
9 hours chosen from the following	9 hours
GEOG 1101, GEOG 1102, POLS 2101, POLS 2401 POLS 2501, ECON 1500, ECON 2105, SOCI 1101 SOCI 1160, ANTH 1102	
SEED 2999	0 hours

Professional Education.	23 hours
PSYC 3110	3 hours
SEED 3000, SEED 3010, SEED 4400, SEED 4620	8 hours
SEED 4790	10 hours
SEED 4800	2 hours

Area of Concentration.	37 hours
POLS 3220, POLS 3230, or POLS 3270	3 hours
POLS 4210, POLS 3530 or POLS 3520	3 hours
POLS 3250, POLS 3260, POLS 4200, POLS 4202, or POLS 4260	6 hours
POLS 3210, POLS 3240, POLS 3290, POLS 4650, POLS 4240, POLS 3200	6 hours
POLS 3300, POLS 3400, POLS 4300, POLS 4310, POLS 4360, POLS 4370, POLS 4410, POLS 4420, or POLS 4400	6 hours
POLS 4700	1 hour
Social Science electives above 3000	6 hours
READ 4550	3 hours

Total hours required for the degree 126 semester hours

Requirements for the B. S. Ed. Degree with a Major in
Secondary Education/Spanish or in Secondary Education/French

See the Department of Modern and Classical Languages.



DEPARTMENT OF PSYCHOLOGY AND COUNSELING

Dr. Robert E. L. Bauer, Head

Psychology and Counseling Office Building

The Department of Psychology and Counseling provides programs of study at both the undergraduate and graduate levels. At the undergraduate level the Department offers B.A. and B.S. degrees with a major in psychology. Psychology is not only an exciting and popular undergraduate major or minor at Valdosta State University and around the country, but it is also one of the most useful. Undergraduate psychology training assists in preparing students for a number of career alternatives in government, business, industry, etc., that do not require more advanced training. It also assists in preparing students for professional or graduate school in psychology, law, physical or occupational therapy, social work, business, education, and other areas. At the graduate level, the Department offers the M.S. degree in psychology in clinical/counseling and industrial/organizational. Graduates are prepared to perform services in mental health settings, businesses, community colleges, government or industries, which require graduate training in psychology at the subdoctoral level.

The Department also offers programs leading to the M.Ed. and Ed.S. degrees in School Counseling and the Ed.S. in School Psychology. Information concerning these programs, their admission requirements, continuing education, and other services offered by the Department can be obtained by contacting the department.

Department Mission Statement

The Department of Psychology and Counseling serves the citizens of the region and state by offering instruction, research, and services designed to advance the understanding of behavioral and cognitive processes and to improve the quality of life. The principle function of the department is to prepare students at the undergraduate and graduate levels to pursue careers within the discipline and affiliated areas. A related purpose is to provide courses for programs in education, nursing, and other disciplines. At the baccalaureate level, students develop basic skills in scientific research, knowledge of psychological nomenclature and concepts, and are introduced to the diverse applications of psychology. The graduate programs prepare students to apply skills in schools, mental health agencies, government, industry, and other settings. Training at the graduate level is designed to prepare qualified, responsible professionals who may provide assessment, consulting, counseling, and other services to the citizenry of the region.

BACHELOR OF ARTS DEGREE WITH A MAJOR IN PSYCHOLOGY and

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN PSYCHOLOGY

These programs introduce students to the liberal arts and to psychology as a scientific discipline, with content and methods able to improve the human condition. To declare psychology a major you must have completed 45 hours of coursework in the Core and earned at least a "C" or better (> 2.0 GPA) in all your previously attempted coursework. You must also earn a "C" or better (> 2.0 GPA) in each and every required psychology course and prerequisite. Each program in the department has numerous desired outcomes. Examples of these outcomes for the Bachelor of Arts and the Bachelor of Science Degrees include:

Selected Educational Outcomes

1. Students will use the scientific method as a primary basis for engaging in critical thinking and evaluating multiple sources of information.
2. Students will design, run, and analyze descriptive, correlational, and experimental studies, and write research reports using APA style.
3. Students will prepare and present assignments dealing with controversial and ethical issues related to psychological intervention and research.
- 4a. Specific to the B.A. degree: Students who graduate with a B.A. degree with a major in psychology, in addition to the above outcomes, will also demonstrate an understanding of a second language and culture.
- 4b. Specific to the B.S. degree: Students who graduate with a B.S. degree with a major in psychology, in addition to the above outcomes, will also demonstrate proficiency in science and math.

Requirements for the B.A. Degree with a Major in Psychology

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements.	18 hours
PSYC 2500	3 hours
ACED 2400 or CS 1000	3 hours
PHIL 2010 or PHIL 2020	3 hours
Three courses in the same foreign language	9 hours

Requirements for the B.S. Degree with a Major in Psychology

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements.	18 hours
PSYC 2500	3 hours
ACED 2400 or CS 1000	3 hours
PHIL 2010 or PHIL 2020	3 hours
One natural science course	3 hours
One mathematics course (1111 or higher)	3 hours
One natural science or math course (1111 or higher)	3 hours

Upper level requirements are the same for the B.A. and B.S. degrees.

Upper Division Courses Required for the Major.	36 hours
PSYC 3200, PSYC 3500, PSYC 3600, PSYC 3900	12 hours
PSYC 3400 or PSYC 3450	3 hours
Two courses selected from	6 hours
PSYC 3300, PSYC 3700, PSYC 3710, PSYC 3800	
PSYC 4100 or PSYC 4150	3 hours
PSYC 4000 or PSYC 4050	3 hours
One course selected from	3 hours
PSYC 4900 or PSYC 4950 or PSYC 4991-4992-4993	
Two of the following (not taken to fulfill	
above requirements)	6 hours
PSYC 4000, PSYC 4050, PSYC 4100, PSYC 4150, PSYC 4300,	
PSYC 4800, PSYC 4900, PSYC 4950, PSYC 4991-4992-4993.	

Guided Electives. 24 hours

Students, in consultation with their advisor, will take an additional series of courses, possibly a minor, that will further differentiate between the BA and the BS degrees. These electives will also allow for increased skill development that will help the student continue on to a graduate or professional school or to obtain employment in a career not requiring post-baccalaureate training. Although only 39 hours of 3000 and 4000 courses are required by the Board of Regents of the University system of Georgia, the student should not assume the minimum to be the maximum.

Total hours required for the degree 120 semester hours

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

Examples of Outcome Assessments

1. Students will be assessed in classroom and experimental settings through written assignments using the scientific method.
2. Students' research reports will be assessed by individual faculty members using appropriate criteria.
3. Students will be assessed on their ability to present controversial and ethical issues at increasingly advanced levels in multiple courses.
- 4a. Specific to the B.A. degree: Students will also be assessed by performance in Area F language and culture courses.
- 4b. Specific to the B.S. degree: Students will also be assessed by performance in Area F science and math courses.

Minor in Psychology..... 18 hours

PSYC 2500 and fifteen (15) hours of additional course work constitute the minor in psychology. PSYC 2500 must be completed before any of the other courses in the minor can be taken, and a grade of "C" or better must be earned in each course in the minor.

- PSYC 2500 3 hours
- Choose one course from the following: 3 hours
 - PSYC 3200 Child Psychology
 - PSYC 3210 Adolescent and Young Adult Psychology
 - PSYC 3220 Adult Psychology and Aging
- Choose one course from the following: 3 hours
 - PSYC 3400 Abnormal Psychology
 - PSYC 3450 Theories of Personality
- Choose one course from the following: 3 hours
 - PSYC 3300 Applied Behavior Analysis I
 - PSYC 3500 Statistical Methods in Psychology
- Choose two courses from the following: 6 hours
 - PSYC 3600 Experimental Psychology
 - PSYC 3700 Rehabilitation Psychology
 - PSYC 3710 Social Psychology
 - PSYC 3800 Industrial/Organizational Psychology
 - PSYC 4300 Applied Behavior Analysis II



DEPARTMENT OF SPECIAL EDUCATION
AND COMMUNICATION DISORDERS
Dr. Karla Hull, Department Head

The Department of Special Education and Communication Disorders is a multidisciplinary department with a program that leads to a B.S. Ed. degree with a major in special education or a major in communication disorders.

The Bachelor of Science in Education degrees with a major in special education or in communication disorders is designed to introduce university students to the fields of special education and speech/language pathology and to allow them to develop skills for intervention with students and clients with disabilities and disorders. In the area of communication disorders, the B.S.Ed. is a pre-professional degree. Pre-professional degrees are also available in the special education options of mild disabilities, mental retardation, deaf education, American Sign Language/Interpreting, and interrelated special education/early childhood.

In order to be awarded certification for public school instruction or licensure for practice, students must complete an advanced degree in one of the selected areas.

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

Selected Educational Outcomes

1. Students who graduate from teacher preparation programs will demonstrate an acceptable level of content knowledge in multiple disciplines.
2. Students in teacher preparation programs will demonstrate an acceptable level of teaching competency in their major areas by planning for the delivery and assessment of appropriate instruction and therapy in school and clinical settings.
3. Students will plan for culturally responsive instructional opportunities with sensitivity to individual learners.
4. Students will plan for the establishment and integration of technology into instruction, assessment, and communication.

**BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A
MAJOR IN COMMUNICATION DISORDERS**

Students admitted to the Communication Disorders program must have a 3.25 GPA.

Core Areas A-E (See VSU Core Curriculum)	42 hours
College of Education Health and Physical Education Requirements.	6 hours
KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours
Area F Requirements.	18 hours
ACED 2400, MSED 2000, SPEC 2000	9 hours
Language Arts (Selected from any 2000 level course)	3 hours
Math (Selected from any 1000 or 2000 level course)	3 hours
Elective (Any 1000 or 2000 level course as guided by advisor)	3 hours
COMD 2999	0 hours
Professional Education.	60 hours
COMD 3010, COMD 3020, COMD 3040	9 hours
COMD 3060, COMD 3070, COMD 3080	9 hours
COMD 4010, COMD 4020, COMD 4040	9 hours
COMD 4050	2 hours
COMD 4070, COMD 4120, COMD 4130,	9 hours
COMD 4110	4 hours
COMD 4140, COMD 4151	6 hours
SPEC 3020, PSYC 3110	6 hours
Electives	6 hours
Total hours required for the degree	126 semester hours

**BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A
MAJOR IN SPECIAL EDUCATION (MILD DISABILITIES)**

Core Areas A-E (See VSU Core Curriculum)	42 hours
College of Education Health and Physical Education Requirements.	6 hours
KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours
SPEC 2999	0 hours
Area F Requirements.	18 hours
ACED 2400, MSED 2000, SPEC 2000	9 hours
Language Arts (Selected from any 2000 level course)	3 hours
Math (Selected from any 1000 or 2000 level course)	3 hours
Elective (Any 1000 or 2000 level course as guided by advisor)	3 hours

Professional Education	60 hours
PSYC 3110, SPEC 3020	6 hours
SPEC 3040, SPEC 3160, SPEC 3050	9 hours
COMD 3070, SPEC 3060, SPEC 3070	9 hours
ACED 3650, READ 4530	6 hours
SPEC 4010, SPEC 4020, SPEC 4040	9 hours
SPEC 4060, SPEC 4110	6 hours
SPEC 4140	2 hours
SPEC 4180, SPEC 4080	6 hours
SPEC 4081	1 hour
Electives	6 hours
Total hours required for the degree	126 semester hours

**BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A
MAJOR IN SPECIAL EDUCATION (MENTAL RETARDATION)**

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

College of Education Health and Physical Education Requirements. 6 hours
 KSPE 2000, KSPE 2150 4 hours
 Two HSPE Fitness/Activity Courses 2 hours

Area F Requirements. 18 hours
 ACED 2400, MSSED 2000, SPEC 2000 9 hours
 Language Arts (Selected from any 2000 level course) 3 hours
 Math (Selected from any 1000 or 2000 level course) 3 hours
 Elective (Any 1000 or 2000 level course as
 guided by advisor) 3 hours
 SPEC 2999 0 hours

Professional Education. 60 hours
 PSYC 3110, SPEC 3020 6 hours
 SPEC 3040, SPEC 3160, SPEC 3050 9 hours
 COMD 3070, SPEC 3060, SPEC 3070 9 hours
 ACED 3650, READ 4530 6 hours
 SPEC 4010, SPEC 4051, SPEC 4040 9 hours
 SPEC 4070 2 hours
 SPEC 4052 3 hours
 SPEC 4170 2 hours
 SPEC 4080 3 hours
 SPEC 4081 1 hour
 Electives 10 hours

Total hours required for the degree 126 semester hours

**BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A
MAJOR IN SPECIAL EDUCATION (DEAF AND HARD OF HEARING)**

Core Areas A-E (See VSU Core Curriculum)	42 hours
College of Education Health and Physical Education Requirements.	6 hours
KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours
Area F Requirements.	18 hours
MSED 2000, SPEC 2000, ACED 2400	9 hours
COMD 2110, COMD 2120	6 hours
Elective	3 hours
SPEC 2999	0 hours
Professional Education.	60 hours
COMD 3130, COMD 3140, COMD 3150	12 hours
SPEC 3020, SPEC 3040, SPEC 3050	9 hours
PSYC 3110, COMD 3070, READ 4000	9 hours
MATH 3160, READ 4100	6 hours
SPEC 3110, COMD 4090	6 hours
ECED 3300 or MGED 3510	3 hours
MATH 3180, READ 4550, COMD 4320	9 hours
SPEC 3060, SPEC 3120	6 hours
Total hours required for the degree	126 semester hours

**BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A
MAJOR IN AMERICAN SIGN LANGUAGE/INTERPRETING**

Core Areas A-E (See VSU Core Curriculum)	42 hours
College of Education Health and Physical Education Requirements.	6 hours
KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours
Area F Requirements.	18 hours
MSED 2000, SPEC 2000, ACED 2400	9 hours
COMD 2110, COMD 2120	6 hours
Elective	3 hours
SPEC 2999	0 hours
Professional Education.	60 hours
COMD 3130, COMD 3140	8 hours
SPEC 3110, 3120, 3130, 3140, and 3020	15 hours
INTP 3010, 4020, 4030, 4040, 4050, 4060, 4070	21 hours
INTP 4020 (4 hours) and INTP 4080 (6 hours)	10 hours
PSYC 3100	3 hours
Elective	3 hours
Total hours required for the degree	126 semester hours

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN SPECIAL EDUCATION (INTERRELATED SPECIAL EDUCATION/EARLY CHILDHOOD)

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

College of Education Health and Physical Education Requirements 6 hours

KSPE 2000, KSPE 2150 4 hours

Two KSPE Fitness/Activity Courses 2 hours

Area F Requirements 18 hours

ACED 2400, ENG 2000, MATH 2160 9 hours

MSED 200, SPEC 2000 6 hours

Elective (1000- or 2000-level) 3 hours

SPEC 2999 0 hours

Professional Education 60 hours

ECED 3000, PSYC 3120, READ 3200, SPEC 3020 12 hours

SPEC 3040, SEEC 3400, MATH 3161, READ 3500 12 hours

SEEC 3190, SEEC 3690 2 hours

SCI 3000, SEEC 3410 6 hours

SEEC 3300 2 hours

MATH 3162, READ 4200, SPEC 4020, SEEC 4180 12 hours

SEEC 4690, SEEC 4140 2 hours

ECED 4300, MATH 4161, READ 4100, SPEC 4110 12 hours

Total hours required for the degree 126 semester hours

Student outcomes for the Bachelor of Science in Education degree in with majors in special education and in communication disorders are assessed by multiple instruments and methods.

Examples of Outcome Assessments

1. Content knowledge is assessed through objective and narrative written examinations and oral presentations.
2. Planning for the application of content knowledge is assessed with observations by university and public school professionals and private service providers using performance assessments to determine if plans include appropriate College of Education Principles.
3. Students' plans for culturally responsive instruction with sensitivity to individual learners will be evaluated by university personnel to ensure individual needs are met.
4. Students' plans for the establishment and integration of technology into instruction, assessment, and communication will be evaluated through their replications of integration by university personnel who will test the applications and provide feedback to students regarding the satisfaction of the procedure.



COLLEGE OF THE ARTS

Dr. John Gaston, Dean
Radio House, 203 Brookwood Drive

The College of the Arts at Valdosta State University includes the Department of Art, the Department of Communication Arts, the Department of Music, and the academic support unit ArtSouth, the outreach arm of the College. This organization of the disciplines of the performing arts, communication arts, and visual arts into one academic unit is unique in the University System of Georgia and reflects a traditional and continuing commitment by Valdosta State University to provide cultural enrichment in the lives of the students and other citizens of Georgia. The College of the Arts maintains a calendar of performing arts, visual arts, television, radio programming, and other arts activities that are available to students, faculty and the general public.

In addition, many of the performances and exhibitions created by the College of the Arts are presented off-campus in schools and communities of the region. Every Valdosta State University student is invited to explore membership in performance activities such as band, theatre, and other student organizations associated with the academic departments of the College and to enroll in courses, regardless of major.

Academic programs of the College of the Arts include professional preparation in music, art, theatre, speech, public relations, organizational communication, and telecommunication. Liberal arts programs with majors in arts disciplines are also available in several areas. Minors are offered in art and in speech communication. Degree offerings include the Bachelor of Fine Arts, the Bachelor of Music, the Master of Music Education, and the Master of Art Education degrees. The Bachelor of Arts degree with a major in art or in music is offered in conjunction with the College of Arts and Sciences. The Bachelor of Fine Arts degree with a major in art education and the Bachelor of Music degree with a major in music education are offered in conjunction with the College of Education.

Valdosta State University is an accredited institutional member of the National Association of Schools of Art and Design and of the National Association of Schools of Theatre. Also in the College of the Arts, programs in music are accredited by the National Association of Schools of Music. Teacher preparation programs at Valdosta State University meet Georgia certification requirements of the Professional Standards Commission and are accredited by the National Council for Accreditation of Teacher Education.

ACTIVITIES SPONSORED BY THE COLLEGE OF THE ARTS

Fine arts activities in each department of the College are open to participation by all students. These include:

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

The Blazin' Brigade Marching Band is one of the largest and most spirited student organizations on campus. In addition to performing at Blazer football games, the Brigade is often invited to perform for professional football games and in exhibition at some of the most prestigious high school marching festivals in the South. The band is open to all woodwind, brass, and percussion players without audition; auditions for color guard, dance line and majorettes are held each spring and summer.

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

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


The Valdosta Symphony Orchestra is a professional orchestra-in-residence at VSU and includes a student component in its membership. All qualified students are eligible through audition. The orchestra annually presents a subscription season of four concerts, a youth concert series, regional performances, and special concerts for the community.

The 90-100 voice Concert Choir is open to all students without audition and performs 3-4 major concerts each year as well as a spring tour. The Chamber Singers is a 24-voice ensemble open to all university students by audition.

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

VSU Theatre presents seven full-scale theatrical productions each year including period drama, musical theatre, theatre for youth, dance concerts, chamber theatre, original plays, and recent important works from the world of theatre. Participation in all aspects of VSU Theatre is open to all students.

The Department of Art Gallery, located on the first floor of the Fine Arts Building, presents an ambitious program of eight-nine exhibitions each academic year. Among the exhibits are works by artists of national and international rank, group exhibitions, a national juried show, Valdosta National, several student shows, and the annual art faculty exhibition. Openings and receptions are generally held for each exhibit; all university students are invited to attend the openings, meet the artists when they are present, and view the exhibitions during the scheduled hours of the gallery. Many students find the gallery a stimulating and exciting place to learn about art and its representation of life.



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

The Art Department has four comprehensive undergraduate degree programs, an Art Minor, and a Master of Art Education degree program, which is listed in the Graduate Catalog. The programs include the Bachelor of Fine Arts (BFA) with a major in studio art, the Bachelor of Fine Arts with a major in interior design, the Bachelor of Fine Arts with a major in art education, and the Bachelor of Arts with a major in art.

The BFA degrees with majors in art, interior design, and art education are professional degrees that prepare students for a variety of occupations or further educational experiences. The program of the Bachelor of Arts (BA) degree with a major in art allows the student the flexibility of designing a comprehensive liberal arts curriculum that may lead to graduate school or develop into entrepreneurial careers in the visual arts.

Each program of study has a sequentially based curriculum beginning the first semester of the freshman year, which includes foundation courses leading to advanced courses. Students who delay entering the major until completion of the Core Curriculum may prolong their academic careers. Students in each program have the opportunity to pursue in-depth study in one or more disciplines taught in the department. Some upper division courses may be repeated for advanced content to allow further development within the discipline. The total number of hours for each course may not exceed 9 hours of credit. Studio courses are scheduled as double period classes, and the purchase of art materials is required. All majors must earn a grade of "C" or better in all foundations (Area F), professional, and major classes. Thirty-nine semester hours must be earned at the 3000-level or above in each degree program. All students, including transfer students, must take ART 1030 3-D Design or pass a safety exam before taking studio courses in the major. The minor in art is designed for students with an interest in art or art history who do not wish to pursue a degree program in one of these areas of inquiry.

Valdosta State University is an accredited institutional member of the National Association of Schools of Art and Design.

BACHELOR OF FINE ARTS DEGREE WITH A MAJOR IN ART

This major leads to the Bachelor of Fine Arts and is a professional degree program, which can prepare the student for a variety of art and art related careers, provide the basis for further in-depth personal research and study, or prepare the student for graduate school. This is a 120-hour degree program.

Selected Educational Outcomes

1. Developing skill in solving problems of form and content in art through analysis and expression;
2. Acquisition of knowledge of historic and contemporary forms of visual art;
3. Acquisition of advanced skill in one or more areas of art production.

Core Curriculum Area A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F	18 hours
ARTH 1120, ART 1010, ART 1020	9 hours
ART 1011, ART 1030, ART 2030	9 hours
Major Curriculum	60 hours
ART 3061, ART 3081	6 hours
ART 3071, ART 3091, ART 3041	9 hours
ART 3023, ART 3051	6 hours
ART 4170, ART 4171	3 hours
ARTH 3121, ARTH 3122	6 hours
Art History (ARTH) Elective	3 hours
Studio Electives	18-27 hours
Art History and Criticism Electives	0-9 hours
Total hours required for the degree	120 semester hours

Examples of Outcomes Assessments

1. Portfolio review
2. Senior exhibition review using a criterion based check sheet
3. Comparisons of transcript audit results with accreditation curriculum requirements
4. Rating scales on senior exhibition, artist's statements, and on a portfolio of art history research papers.

BACHELOR OF FINE ARTS WITH A MAJOR IN ART EDUCATION

This program leads to the Bachelor of Fine Arts with a major in art education and T-4 certification for grades P-12. This degree program recognizes the College of Education's Ten Conceptual Framework Principles and focuses on the Professional Standards for the Preparation of Art Educators as endorsed by the National Art Education Association. Advising for this degree program is to be done in the Art Department. However, admission to the Education Program and arrangements for the Opening School Experience and student teaching are made through the Office of the Dean of the College of Education. Students must meet all requirements established by the College of Education and the College of the Arts as published in this Catalog. This is a 132-hour degree program.

Prior to entering the BFA program as an art education major, students have: (1) passed PRAXIS I (or exemption via SAT, ACT, or GRE), (2) passed the Regents' Testing Program Exams (or exemption via SAT or ACT), (3) earned at least 30 semester hours of college credit with a cumulative GPA of 2.75 or better, (4) passed MSED 2000, ENGL 1101, and ENGL 1102 with a grade of "C" or better. Students in the BFA Art Education Degree Program must successfully complete the PRAXIS II exam prior to student teaching. Students must successfully complete the PRAXIS II exam and student teaching in order to be recommended for certification.

The BFA with a major in art education is designed to prepare students to be professional art educators who exhibit the competencies that follow:

Selected National Professional Standards for Art Educators

1. Draw on personal knowledge of art and student learning to enable students to learn to make art while promoting student understanding of how and why works of art are made; and to study, interpret and evaluate works of art.
2. Establish learning environments that are well organized, well designed, caring, challenging and safe places for students to actively learn and create.
3. Create, select and adapt a variety of curricular resources and materials that support students as they learn through and about art.
4. Work with colleagues to improve schools and advance knowledge and practices in their field and work with families to achieve common goals for the education of their children.

Core Curriculum Area A-E (See VSU Core Curriculum) 42 hours
 Students are advised to take ART 1100 in Area C

Core Curriculum Area F. 18 hours
 ART 1010, ART 1011, ARTH 1020 9 hours
 ART 1030, ARTH 1120, ART 2030 9 hours
 ARED 2999 0 hours

Teacher Certification Health & Physical Education Requirements. . 4 hours
 KSPE 2000, KSPE 2150 4 hours

Major Curriculum 68 hours
 ARED 2010, MSED 2000, SPEC 2000, ACED 2400 12 hours
 ART 3051 and either ART 3041 or ART 3111 6 hours
 ART 3061, ART 3071, ART 3081 9 hours
 ARTH 4120, ARTH 3121, ARTH 3122 9 hours
 Guided Electives in ART or ARTH 8 hours
 PSYC 3110, ARED 3010, ARED 3012, ARED 3050 12 hours
 ARED 4070 and ARED 4090 12 hours

Total hours required for the degree 132 semester hours
 (including Health and Physical Education Requirements)

Examples of Outcomes Assessments

1. The Capstone experiences, including successful completion of student teaching, the passing of the PRAXIS II Exam for the Visual Arts, and earning certification upon graduation
2. Demonstration of professional skills and behaviors associated with visual arts and general education
3. Demonstration of proficiency in each of the national standards and core concepts associated with visual art teacher education.

BACHELOR OF FINE ARTS WITH A MAJOR IN INTERIOR DESIGN

This degree curriculum focuses on the standards for professional interior design programs established by both NASAD (National Association of Schools of Art and Design) and FIDER (Foundation for Interior Design Education Research). The major is designed to offer learning opportunities structured to prepare the student for a variety of careers in the interior design profession or for graduate school. Students interested in this major are advised that the degree requires six major studios, which must be taken in sequence, one per semester. Major studios are offered in fall and spring semesters and require a minimum of three years to complete. Students should plan to be advised in the Art Department as soon as they identify an interest in this major. This is a 120-hour degree program. Students must apply to be admitted to the major based on a spring semester portfolio review of Area F courses and as Art Department resources permit.

All students, including transfer students, must have and maintain a minimum overall grade point average of 2.5 on a 4.0 scale after completion of 45 semesters hours of college credit.

Selected Educational Outcomes

1. developing skill in creative and critical thinking and problem-solving in response to visual, technical, aesthetic, and social aspects of inhabited spaces.
2. achieving competence in a number of media and techniques in order to effectively communicate design solutions graphically, in writing and through verbal presentations.
3. gaining an understanding of the history of art and design, including contemporary theories and works.
4. acquiring competence in analysis of information and relationships, evaluating issues and setting priorities as component elements of the process of generating creative design solutions for projects of any scale and complexity.
5. developing a significant sense of the principles, ethics and processes necessary to conceptualize and create interiors which are responsive to the intellect, the senses and the spirit of those who inhabit them and the greater context of the environment which contains them.

Core Curriculum Area A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F.	18 hours
ARTH 1120, ART 1010, ART 1020	9 hours
ART 1030, ART 1011, ART 2030	9 hours
Major Curriculum.	60 hours
Interior Design Studio Courses	18 hours
ARID 2111, ARID 2112, ARID 3111, ARID 3112, ARID 4111, ARID 4112	
Major Core	18 hours
ARID 2310, ARID 3211, ARID 3212, ARID 3320, ARID 3350, ARID 3411	
Capstone Courses	9 hours
ARID 4010, ARID 4310, ARID 4610	
Art History Courses	6 hours
ARTH 3121, ARTH 3122	
Electives: Interior Design & Related Areas	9 hours
Select 3 courses (9 credit hours) from upper-level art studio courses, upper-level interior design courses, upper-level art history courses, or other related courses with the approval of the Coordinator and the Head of the Department.	
Total hours required for the degree	120 semester hours

BACHELOR OF ARTS WITH A MAJOR IN ART

This major leads to the Bachelor of Arts degree. Students must meet all requirements set by the College of Arts and Sciences and the College of the Arts, including a foreign language sequence. Students can take guided electives outside of art to develop a minor in another discipline. This is a 120-hour degree program.

Selected Educational Outcomes

1. Development of skill in solving problems of form and content in art through analysis and expression;
2. Acquisition of knowledge of historic and contemporary forms of visual art;
3. Development of a broad base of knowledge in the visual arts and other areas of personal inquiry.

Core Curriculum Area A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F.	18 hours
ARTH 1120, ART 1010, ART 1020	9 hours
ART 1030, ART 1011, ART 2030	9 hours

Major Curriculum	60 hours
Major Core Studio Sequence	18 hours
Select three course sequences from	
ART 3111, ART 4112	6 hours
ART 3061, ART 4062	6 hours
ART 3101, ART 4102	6 hours
ART 3081, ART 4082	6 hours
ART 3071, ART 4072	6 hours
ART 3091, ART 3092	6 hours
ART 3041, ART 4042	6 hours
ART 3051, ART 4052	6 hours
Foreign Language (three courses in sequence)	9 hours
ARTH 3121, ARTH 3122	6 hours
Art History (ARTH) Elective	3 hours
Studio and/or Art History and Criticism Electives	6 - 15 hours
Guided Electives or Minor*	6 - 15 hours
ART 4170 and ART 4171	3 hours
 Total hours required for the degree	 120 semester hours

*The degree program must include a minimum of 39 hours at the 3000- or 4000-level.

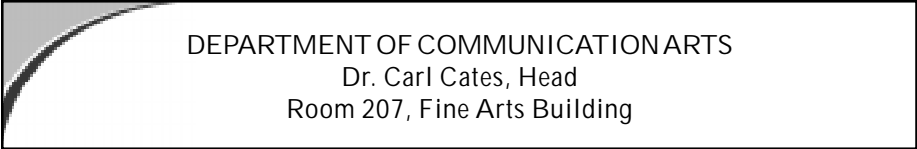
Examples of Outcomes Assessments

1. Senior exhibition review using a criterion-based check sheet.
2. Rating scales on Senior Exhibition statements and on a portfolio of art history research papers.
3. Comparison of transcript audit results with curriculum accreditation requirements.
4. Review of program make-up (variety of courses) based on the liberal arts degree concept.
5. Portfolio review.

Minor in Art.	15 hours
ARTH 1120	3 hours
ARTH and /or ART courses	12 hours
9 hours must be at the level or 3000 or above.	

Selected Educational Outcomes

1. Students will develop skills in solving and/or analyzing problems of form and content in art through analysis and expression.
2. Students will acquire knowledge of historic and contemporary forms of visual art.



DEPARTMENT OF COMMUNICATION ARTS
Dr. Carl Cates, Head
Room 207, Fine Arts Building

The Department of Communication Arts is a multidisciplinary department with programs that lead to a BFA degree with a major in theatre arts with tracks in traditional theatre, technical theatre, production, and dance, a BFA degree with a major in mass media with emphases in audio, video, and broadcast journalism, and a BFA degree with a major in speech communication with emphases in organizational communication, public relations, and general speech. The department also offers a minor in speech communication, a minor in mass media, and a minor in dance.

The programs in the department are designed to give the student the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and that are required for professional careers in theatre performance and management, radio and television, public relations, personnel management, public presentation, and dance. Moreover, the department's programs stress the importance of critical thinking skills, an appreciation for diverse cultural perspectives, and the application of knowledge to the specific areas found in the department. The Bachelor of Fine Arts is a professional degree, preparing students for immediate impact in their careers.

Valdosta State University is an accredited institutional member of the National Association of Schools of Theatre.

GRADE POINT AVERAGE REQUIREMENT FOR THE BFA WITH A MAJOR IN SPEECH COMMUNICATION AND THE BFA WITH A MAJOR IN MASS MEDIA

Students entering the University directly from high school may declare a major in speech communication or in mass media. In order to continue as majors, students must maintain a GPA of 2.25 or better on all course work undertaken. If in any given semester a student's overall GPA falls below 2.25, the student will have one semester (fall or spring) to bring it back up to or above 2.25. If the overall GPA remains below 2.25 for two consecutive semesters, the student will be requested to change majors. Any student who fails to respond to that request will automatically be transferred to an undeclared major status.

Students who enter the University as transfer students who wish to declare a major in speech communication or mass media must have a GPA of at least 2.25 on all course work undertaken. Upon acceptance as a major, a student must maintain an overall 2.25 GPA as described above.

Students changing majors from another program within the University must also have at least a 2.25 overall GPA to transfer to the speech communication or mass media major, and they will be subject to the same maintenance requirements already described.

BACHELOR OF FINE ARTS DEGREE WITH A MAJOR IN
SPEECH COMMUNICATION

Selected Educational Outcomes

1. The speech communication major will demonstrate skill in the use of the materials and methods of communication and expression appropriate to the area of emphasis.
2. The speech communication major will demonstrate understanding of the theories and practices of interpersonal, intercultural, small group, and public communication.
3. The speech communication major will demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs to satisfy those needs.

Requirements for the BFA with a Major in
Speech Communication

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

Core Curriculum Area F. 18 hours

A minimum grade of "C" is required for all Area F courses
in the Communication Arts Department.

COMM 1110, COMM 2100, THEA 1000 9 hours

COMM 2300 3 hours

ACED 2400 or CS 1000 3 hours

One course: 3 hours

COMM 1100, THEA 1100, DANC 1500, or MDIA 2000

(if COMM 1100 was not taken in Area C it must be taken here)

Senior College Curriculum. 60 hours

Senior Core 36 hours

COMM 3000, COMM 3100 6 hours

COMM 3500, COMM 3800 6 hours

Select Two: 6 hours

COMM 4060, COMM 4120,

COMM 4130, COMM 4170

Guided Electives 18 hours

Select one emphasis:

A. General Speech Communication Emphasis 24 hours

COMM 3010, COMM 3310, COMM 3330 6 hours

COMM 3071, COMM 3320, COMM 3410 9 hours

COMM 4340, COMM 4400 6 hours

Select One: 3 hours

COMM 4120, COMM 4130, or COMM 4170

or

- B. Public Relations Emphasis 24 hours
 - COMM 3200, COMM 3210, COMM 3220 9 hours
 - COMM 3240, COMM 4200, COMM 4220 9 hours
 - COMM 4230, COMM 4240 6 hours

or

- C. Organizational Communication Emphasis 24 hours
 - COMM 2400, COMM 3320, COMM 3400 9 hours
 - COMM 3410, COMM 4220, COMM 4400 9 hours
 - COMM 4420, PSYC 3800 6 hours

or

- D. Intercultural Communication Emphasis 24 hours
 - COMM 2500, COMM 4130 6 hours
 - Choice of
 - COMM 4650, MDIA 4270, or MDIA 4450 9 hours
 - COMM 4500 3 hours
 - Choice of
 - THEA 3500, WMST 4220, AFAM 3600,
 - SOCI 3060, INTL 2090, INTL 3170,
 - ANTH 3040, ANTH 4040, GEOL 3410,
 - HIST 4240 6 hours

Total hours required for the degree 120 semester hours

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

Examples of Outcomes Assessments

1. General Speech Communication: COMM 4340. Students must develop a training program in interpersonal communication targeted for specific clients. The programs include research extending the theories and skills learned in the emphasis.
2. Public Relations: COMM 4230. Students must select an organization, define a public relations problem facing that organization, and design a public relations program to solve the problem, including research needed, construction of a public relations plan, implementation steps, communication of the plan, and evaluation of the plan's success.
3. Organizational Communication: COMM 4420. Students must conduct a communication audit for an area business or non-profit entity, report to the entity on the audit, and write a summary report with an oral presentation given during the course.

BACHELOR OF FINE ARTS DEGREE WITH A
MAJOR IN THEATRE

Selected Educational Outcomes

1. Students will acquire a cultural and historical perspective appropriate to their emphasis.
2. Students will develop the ability to interact and problem solve with colleagues as group participants and leaders.
3. Students will develop acting, technical, and design skills, based on the career goals of the individual student.
4. Students will acquire knowledge of professional opportunities for employment.

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
Theatre and Dance students are advised to take either
THEA 1100 or DANC 1500 in Area C.

Core Curriculum Area F 18 hours
A minimum grade of "C" is required for all Area F courses
in the Communication Arts Department.
COMM 1100, THEA 1000, MDIA 2000 9 hours
THEA 1100 or DANC 1500 3 hours
(whichever course was not taken in Area C)
THEA 2750, THEA 2800 6 hours

Senior College Curriculum 40 hours
THEA 2730, THEA 2810 4 hours
THEA 3700, THEA 3740, THEA 3750, 9 hours
THEA 3710, THEA 3720 2 hours
THEA 3950 3 hours
THEA 3760 or THEA 3770 or THEA 3780 3 hours
THEA 3880 or THEA 3890 3 hours
THEA 4790, DANC 1600, DANC 2800 6 hours
Guided Electives 10 hours

One of the following tracks 20 hours

A. Performance Track 20 hours
THEA 1710, THEA 2830 2 hours
THEA 2110, THEA 3800, THEA 4800 9 hours
THEA 2840, THEA 3710 4 hours
THEA 3880 or THEA 3890 3 hours
COMM 3010 2 hours

or

B. Production Track	20 hours
THEA 1710, THEA 2830	2 hours
THEA 2840	2 hours
THEA 3720	4 hours
THEA 3760, or 3770, or 3780	3 hours
THEA 3880 or THEA 3890	3 hours
THEA 4760, THEA 4770	6 hours
or	
C. Dance Track	20 hours
DANC 1700, DANC 2600, DANC 2700	6 hours
DANC 3000, DANC 3100	4 hours
DANC 3200, DANC 3410	6 hours
DANC 3600 or DANC 3700	2 hours
DANC 3800	2 hours
or	
D. Musical Theatre Track	20 hours
MUSC 1000, DANC 1900, DANC 3800	6 hours
THEA 3020	4 hours
DANC 2910, THEA 1710	2 hours
THEA 3710	2 hours
THEAT 4810, THEA 4960	6 hours
Total hours required for the degree	120 semester hours

Examples of Outcomes Assessments

Concluding curricular experiences for the theatre student will include:

1. Participation in professionally oriented theatrical productions.
2. Development of materials geared to individual student's professional career goals or post graduation plans.
3. A capstone portfolio presentation exhibiting advanced technical, design, or performances skills and assessing personal strengths and weaknesses.

Concluding curricular experiences for the dance student will include:

1. Exhibiting advanced performance and choreographic skills.
2. Participation in professionally oriented dance and theatrical productions.
3. Developing materials geared to individual student's professional career goals for post-graduation plans.

Concluding curricular experiences for the musical theatre student will include:

1. Participation in professionally oriented musical theatre productions.
2. Development of materials geared to individual student's professional career goals for post-graduation plans.
3. A capstone portfolio presentation exhibiting advanced performance skills in the area of musical theatre and assessing personal strengths and weaknesses.

REQUIREMENTS FOR THE BFA
WITH A MAJOR IN MASS MEDIA

Core Curriculum Areas A-E (See VSU Core Curriculum)	42 hours
Core Curriculum Area F	18 hours
A minimum grade of "C" is required for all Area F courses in the Communication Arts Department.	
COMM 1100, MDIA 2500, THEA 1000	9 hours
MDIA 2000, MDIA 2050, MDIA 2100	9 hours
Senior College Curriculum	60 hours
Senior Core	19 hours
MDIA 3450, MDIA 4350, MDIA 4400	9 hours
MDIA 4800, MDIA 4450, MDIA 4270	9 hours
MDIA 4950	1 hour
A. Video Emphasis	41 hours
MDIA 3120K, MDIA 3150K	8 hours
MDIA 4120K, MDIA 4150K	8 hours
MDIA 4600, MDIA 4962	8 hours
Guided Electives	17 hours
or	
B. Audio Emphasis	41 hours
MDIA 3050, MDIA 3300	6 hours
MDIA 3800, MDIA 4961	6 hours
MDIA 3110K, MDIA 3130K, MDIA 4130K	12 hrs
Guided Electives	17 hours
or	
C. Broadcast Journalism Emphasis	41 hours
MDIA 3050, MDIA 3500, JOUR 3510	9 hours
MDIA 3120K, MDIA 3150K	8 hours
MDIA 4962	6 hours
JOUR 3520	1 hour
Guided Electives	17 hours
or	

- D. International Documentary Production Emphasis 41 hours
 ANTH 3040, ANTH 3070, ANTH 3090,
 ANTH 4900, or ANTH 4980 3 hours
 MDIA 3150K, MDIA 4150K 8 hours
 MDIA 4600 4 hours
 MDIA 4963 (repeated) 6 hours
 Foreign Language 6 hours
 Students must complete 6 hours of language
 study as described in the catalog's "Foreign
 Language Requirement" section; students
 should take both courses in the same language.
 Guided Electives 14 hours
 Must include the following prerequisite
 courses if not taken in the Core:
 ANTH 1102 and GEOG 1102

Total hours required for the degree 120 semester hours

Examples of the Outcomes Assessments

Concluding curricular experiences for the major will include:

1. Participation in professionally oriented broadcast media program productions
2. Development of materials geared to the individual student's professional career goals or post graduation plans;
3. A capstone portfolio presentation exhibiting advanced technical or performance skills and assessing personal strengths and weaknesses.

Institutional Cross-training Certificate for Journalism and Mass Media Students

To earn a institutional certificate, students who are earning a minor or major in mass media will be required to pass the following courses with a grade of "C" or better:

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

To earn a institutional certificate, students who are earning a minor in print journalism or who are majoring in English with a journalism emphasis will be required to pass the following courses with a grade of "C" or better:


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

Minor in Speech Communication. 18 semester hours
 COMM 1110 or COMM 2060 3 hours
 COMM 2100 3 hours
 Choice of four from the following courses,
 of which one must be at senior level: 12 hours
 COMM 2300, COMM 3000, COMM 3071, COMM 3100,
 COMM 3320, COMM 3500, COMM 4060, COMM 4120,
 COMM 4130, COMM 4400

Minor in Theatre Arts. 18 hours
 THEA 2750 and THEA 2800 6 hours
 Choice of any four courses from the following 12 hours
 THEA 3700, THEA 3740, THEA 3750, THEA 3760,
 THEA 3770, THEA 3780, THEA 3800, THEA 3880,
 THEA 3890, THEA 3950, THEA 4030, THEA 4270,
 THEA 4760, THEA 4770, THEA 4800, THEA 4810,
 THEA 4900, THEA 4980

Minor in Mass Media Studies. 18 hours
 MDIA 2000, MDIA 4350, MDIA 4400 9 hours
 Choice of any three courses from the following 9 hours
 MDIA 3450, MDIA 4100, MDIA 4270,
 MDIA 4450, MDIA 4800

Minor in Dance 18 hours
 DANC 2600, DANC 2700, or DANC 2800 2 hours
 DANC 3100, DANC 3410, DANC 3500 7 hours
 DANC 3100 or DANC 3300 1 hour
 Choice of the following courses 8 hours
 DANC 2900, DNAC 2920, DANC 3000, DANC 3200,
 DANC 3300, DANC 3600, DANC 3700, DANC 3800,
 or DANC 4000



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

The Department of Music offers three comprehensive undergraduate degree programs and Master of Music Education and Master of Music in Performance degrees, which are listed in the Graduate Catalog. The undergraduate degree programs are the Bachelor of Music with a major in music education, the Bachelor of Music with a major in music performance, and the Bachelor of Arts with a major in music. The Bachelor of Music degrees with majors in music performance and in music education are professional degrees that prepare students for a variety of career opportunities and further educational experiences. The Bachelor of Arts with a major in music allows students the flexibility of designing a comprehensive liberal arts curriculum that may lead to graduate school or develop into entrepreneurial careers in music. Each program of study has a sequentially based curriculum beginning in the first semester of the freshman year. Students who delay starting these course sequences until completion of the Core Curriculum may prolong their academic careers.

All new students who intend to pursue an undergraduate degree in music must audition for a faculty committee for the purpose of being placed in the appropriate applied music sequence course. Transfer students must take a placement exam in music theory and must also audition for a faculty committee for the purpose of being placed in the appropriate applied music and music theory sequence courses.

Ensemble participation is a vital part of the training of the professional musician. In addition to their own academic function, the principal ensembles of the Department of Music serve as the laboratory courses for the study of applied music. Therefore, students pursuing music degrees at VSU are required to register for and perform in the assigned principal ensemble each semester they are registered for applied music, regardless of the total number of principal ensemble credits required for the degree. Petitions for deviation from departmental policy must be submitted to the Department Head in timely fashion and will be considered by a committee composed of the faculty of the Department of Music, subject to decision by the Department Head.

The Department of Music is accredited by the National Association of Schools of Music.

Concert Choir (MUSC 3820). Principal ensemble in fall and spring semesters for voice, guitar, and keyboard principals in all undergraduate music degree programs. (In some cases, piano and guitar principals may be assigned by the Department Head to a different principal ensemble.)

Orchestra (MUSC 3860). Principal ensemble in fall and spring semesters for string principals in all undergraduate music degree programs.

Concert Band (MUSC 3850) or Wind Ensemble (MUSC 4850) by audition. Principal ensemble in spring semester for wind and percussion principals in all undergraduate music degree programs except for those music performance majors whose degree option is jazz performance.

Marching Band (MUSC 3880). Principal ensemble in fall semester for wind and percussion principals in the Bachelor of Music Education and Bachelor of Arts degree programs.

Wind Ensemble (MUSC 4850) by audition. Principal ensemble in fall semester for all wind and percussion principals in the Bachelor of Music Performance degree program except those whose degree option is jazz performance.

Jazz Ensemble (MUSC 3870). Principal ensemble in fall and spring semesters for music performance majors whose degree option is jazz performance.

APPLIED MUSIC: PRIVATE LESSONS

Private music lesson courses are categorized as Major, Principal, Secondary, or Minor. Students enrolling in Applied Music are assigned an instructor by the Head of the Department of Music, and assignments are posted in the Department on the day following registration. Students must arrange for a lesson time with the assigned instructor by the end of the second day of classes. Students not scheduled by the end of the second day of classes will be dropped from the course.

Major Applied

Students register for 4 hours credit per semester for two 50-minute private lessons per week. Requirements include attendance at master classes arranged by the instructor, a student recital performance each semester, a final examination performance for a faculty jury at the end of each semester, and attendance at student recitals and other designated events. During the junior year of study, the student presents a Junior Recital consisting of a 20-minute to 30-minute performance. During the senior year of study, the student presents a Senior Recital consisting of a performance of 40 to 60 minutes. Junior and Senior Recitals must be approved by a faculty committee appointed by the Head of the Department of Music. This faculty committee will hear the entire proposed recital no more than 3 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. Normally, only students who are pursuing a Bachelor of Music Degree with a major in music performance may enroll in Major Applied level courses. Exceptions must be approved by the Head of the Department.

Principal Applied

Students register for two credits per semester for one 50-minute private lesson per week. Requirements include attendance at master classes arranged by the instructor, a student recital performance each semester, a final examination performance for a faculty jury at the end of each semester, and attendance at student recitals and other designated events. During the senior year of study, the student presents a Senior Recital consisting of a 20-minute to 30-minute performance. The Senior Recital must be approved by a faculty committee appointed by the Head of the Department. This faculty committee will hear the entire proposed recital no more than 3 weeks before performance date in a formal recital hearing and will approve or disapprove the public performance. If memorization is required for the recital, the hearing performance must also be memorized. Normally, only students pursuing the Bachelor of Music with a

major in music education or the Bachelor of Arts with a major in music degrees may enroll in Principal Applied level courses. Exceptions must be approved by the Head of the Department.

Secondary Applied

Students register for one credit hour per semester for one 25-minute lesson per week. Requirements will be determined by the instructor. Secondary applied lessons are available to any student regardless of major, depending on the availability of faculty, but Secondary Applied level credits may not be used to satisfy the Major Applied or Principal Applied requirements.

Minor Applied

Students pursuing the Minor in Music register for one credit hour per semester for one 25-minute lesson per week. Requirements are determined by the instructor. Minor applied lessons are available to any student regardless of major, depending on the availability of the faculty, but Minor Applied level credits may not be used to satisfy the Major Applied or Principal Applied requirements.

	Minor One Credit	Secondary One credit	Principal Two credits	Major Four Credits
Piano				
lower div.	3610	1210	1220	1240
upper div.	3610	None	3220	3240
Organ				
lower div.	3610	1310	1320	1340
upper div.	3610	none	3320	3340
Voice				
lower div.	3610	1410	1420	1440
upper div.	3610	none	3420	3440
Brass				
lower div.	3610	1610	1620	1640
upper div.	3610	none	3620	3640
Woodwinds				
lower div.	3610	1910	1920	1940
upper div.	3610	none	3920	3940
Percussion				
lower div.	3610	2310	2320	2340
upper div.	3610	none	4320	4340
Strings				
lower div.	3610	2410	2420	2440
upper div.	3610	none	4420	4440

Principals and majors register for lower division numbers unless they qualify for upper division work. This qualification will normally occur after 4 semesters of study, based on approval by a faculty committee.

Course numbers may be repeated indefinitely until the required number of semesters has been completed. This number varies according to degree program requirements.

BACHELOR OF MUSIC WITH A MAJOR IN MUSIC EDUCATION

The Bachelor of Music with a major in music education is a 132-hour degree program designed to enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in music education. This degree leads to NT-4 Certification for grades P-12. Students must be admitted to the Teacher Education program in the College of Education prior to enrolling in professional sequence courses: MUSC 3650, MUE 3600, MUE 4600, MUE 4610. Advising of students pursuing this program is done in the Department of Music by departmental faculty. However, admission to the Teacher Education program and arrangements for Preservice Field Experience and Student Teaching are made through the Office of the Dean of the College of Education. Students must meet all requirements established by the College of Education and the College of the Arts as published in this catalog. These include passage of the Music Education barrier and admission to the Teacher Education Program of the College of Education.

Selected Educational Outcomes

1. Acquire foundational perspectives in educational philosophy, psychology, sociology, and history.
2. Develop skills in and functional knowledge of conducting, rehearsing, and wind, string, fretted and percussion instruments and/or voice performance.
3. Develop the ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.
4. Develop skills in assessment and evaluation strategies.
5. Acquire the ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings.

Requirements for the Bachelor Of Music Degree With A Major In Music Education

Core Curriculum, Areas A-E (See VSU Core Curriculum) 42 hours
Students pursuing the Bachelor of Music degree with a major in music education should take MUSC 1100 in AREA C and PSYC 2500 in Area E of the Core Curriculum.

Core Curriculum Area F 18 hours
MUSC 1011, MUSC 1012 6 hours
MUSC 1051, MUSC 1052 2 hours
MUSC 2051, MUSC 1131, MUSC 1132 3 hours
MUSC 1_20 or MUSC 2_20 Principal Applied Music 4 hours
MSED 2000 3 hours
MUE 2999 0 hours

Teacher Certification Health and
Physical Education Requirements 4 hours
KSPE 2000, KSPE 2150 4 hours

Senior College Curriculum.	68 hours
Upper Level Courses in Music	35 hours
MUSC 2011	3 hours
MUSC 2012, MUSC 2052	4 hours
MUSC 3820, 3850, 3860, 3880, or 4850	7 hours
MUSC 1_20 or MUS 2_20	4 hours
MUSC 3_20 or MUSC 4_20	6 hours
MUSC 4451 and MUSC 4452	6 hours
MUE 2000 and MUSC 3650	4 hours
MUE 3100	1 hour
Courses in Professional Education	18 hours
PSYC 3110, SPEC 2000	6 hours
MUE 4790	10 hours
MUE 4800	2 hours
Courses in Music Education	15 hours
Instrumental:	
MUE 2700, MUE 2710	2 hours
MUE 3720, MUE 3730	2 hours
MUE 3600	2 hours
MUE 3750	1 hours
MUE 4600, MUE 4610	4 hours
MUE 4630	2 hours
MUSC 1016	1 hour
MUE 4700 or 4720	1 hour
or	
Choral/General	15 hours
MUE 2730, MUE 3780	2 hours
MUE 3600	2 hours
MUSC 1101, MUSC 4750	2 hours
MUE 4600, MUE 4610	4 hours
MUSC 1210 or MUSC 1410	2 hours
MUE 4620	2 hours
MUSC 1016	1 hour
Total hours required for the degree	132 semester hours

Examples of Outcomes Assessments

1. Cooperating teacher and University supervisor evaluations of student teaching.
2. Admission to junior standing on the principal instrument or voice, and in music education.
3. A state or national teacher examination.
4. Evaluation of teaching and music competencies by appropriate faculty.

BACHELOR OF MUSIC WITH A MAJOR IN MUSIC PERFORMANCE

The Bachelor of Music with a major in music performance is a 124-hour professional degree program that prepares students for a variety of music, music performance, and music-related careers. It also provides the basis for further personal study or graduate school.

Students may select from a variety of different performance tracks within the Bachelor of Music with a major in music performance depending upon instrumental or voice performance specialty. These tracks include piano, organ, voice, orchestral instruments, guitar, and jazz.

The Bachelor of Music with a major in music performance is designed to enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in music performance.

Selected Educational Outcomes

1. Acquire knowledge and performing/composing ability of appropriate solo and ensemble literature.
2. Acquire knowledge and practical application ability of appropriate theoretical and aural skills.
3. Acquire experience with the fundamentals of music pedagogy.
4. Develop the ability to apply analytical and historical knowledge of activities related to music performance.

Requirements for the Bachelor Of Music Degree with a Major In Music Performance

Core Curriculum, Areas A-E (See VSU Core Curriculum)	42 hours
Students pursuing the Bachelor of Music with a major in music performance should take MUSC 1100 in AREA C or as an elective in the senior college curriculum.	
Core Curriculum Area F	18 hours
MUSC 1011, MUSC 1012, MUSC 1051,	
MUSC 1052, MUSC 2052	9 hours
MUSC 2011, MUSC 2051	4 hours
MUSC 1016	1 hours
MUSC 1/2_ _ _ Major/Principal Applied	4 hours
Senior College Curriculum.	64 hours
Music Performance Tracks A-F. 49 hours	
MUSC 2012	3 hours
MUSC 3820, MUSC 3850, MUSC 3860,	
MUSC 3870, or MUSC 4850	8 hours
MUSC 1_40 or MUSC 2_40 Major Applied ...	12 hours

MUSC 3_40 or 4_40 Major Applied	16 hours
MUSC 4451, MUSC 4452	6 hours
MUSC 3650, MUSC 3010	4 hours

Music Performance Tracks A-F. 15 hours

Performance Track A: Piano

MUSC 3230	2 hours
MUSC 4721	1 hour
Guided Music Electives	7 hours
General Electives	5 hours

or

Performance Track B: Organ

MUSC 3230, MUSC 4230	4 hours
Guided Music Electives	6 hours
General Electives	5 hours

or

Performance Track C: Voice

MUSC 1131, MUSC 1132	2 hours
MUSC 1101 and MUSC 4750	2 hours
FREN* or GRMN*	3 hours
MUSC 3840	2 hours
Guided Electives	6 hours

or

Performance Track D: Orchestral Instruments

Additional Music Ensembles	3 hours
MUE 3100, MUSC 1131, MUSC 1132	3 hours
MUSC 4731, 4732, 4733, or 4734	1 hour
Guided Music Electives	8 hours

or

Performance Track E: Guitar

MUE 3100, MUSC 1131, MUSC 1132	3 hours
Guided Music Electives	5 hours
MUSC 4734	1 hour
General Electives	6 hours

or

Performance Track F: Jazz

MUSC 3110, MUSC 3430	4 hours
MUSC 1131, MUSC 1132	2 hours
MUSC 1171, MUSC 1172	2 hours
MUSC 2171, MUSC 2172	2 hours
MUE 3740, MUE 4760	3 hours
Electives	2 hours

Total hours required for the degree 124 semester hours

* See University Foreign Language Requirements

Examples of Outcome Assessments

1. Evaluation of performance/composition skills and competencies by appropriate faculty.
2. Admission to junior standing on the principal instrument or voice.
3. Alumni response in relation to achieving postgraduate career goals.

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

The Bachelor of Arts degree with a major in music is a 120-hour liberal arts degree program. Students must meet all requirements established by the College of Arts and Sciences and the College of the Arts including a foreign language sequence. Students may select guided electives outside of music to develop a minor in another discipline.

Selected Educational Outcomes

1. Functional knowledge of the elements of musical construction.
2. Conceptual understanding of the literature and historical development of music in Western civilization and of the function of music in world cultures.
3. Demonstrated musical independence through instrumental or vocal solo and ensemble performance.
4. Broad interests in liberal arts or minor studies.

Requirements for the Bachelor of Arts Degree with a Major in Music

Core Curriculum, Areas A-E (See VSU Core Curriculum)	42 hours
Students pursuing the Bachelor of Arts degree with a major in music should take MUSC 1100 in AREA C.	
Core Curriculum Area F	18 hours
MUSC 1011, MUSC 1012	6 hours
MUSC 1051, MUSC 1052	2 hours
MUSC 1131, MUSC 1132	2 hours
MUSC 1_20 or MUSC 2_20 Principal Applied Music	8 hours
Senior College Curriculum	60 hours
Upper Level Courses in Music	34 hours
MUSC 2011, MUSC 2051	4 hours
MUSC 2012, MUSC 2052	4 hours
Principal Ensemble	8 hours
MUSC 3_20 or	
MUSC 4_20 Additional Applied Music	8 hours
MUSC 4451, MUSC 4452	6 hours
MUSC 1016	1 hour
Music Electives	3 hours

Other Supporting Courses	26 hours
Foreign Language*	6 hours
Upper Division Electives or Minor	20 hours
(No more than six of these hours may be in MUSC or MUE courses.)	

* See University Foreign Language Requirements.

Total hours required for the degree 120 semester hours

Examples of Outcomes Assessments

1. Examinations in each course of study.
2. Applied assessment of musicianship by faculty during student's Senior Recital.
3. Admission to junior standing on the principal instrument or voice.

Minor in Music.	18 semester hours
MUSC 1011-1012	6 hours
MUSC 1051-1052	2 hours
MUSC 3610	4 hours
MUSC 3820, 3850-3880, or 4850 (Ensembles)	4 hours
MUSC 3xxx or MUSC 4xxx Electives	2 hours



COLLEGE OF NURSING

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

The College of Nursing offers programs that lead to a Bachelor of Science in Nursing degree (B.S.N.) and a Master of Science in Nursing degree (M.S.N.).

The baccalaureate program in the College of Nursing is designed to give the student the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and that are required for professional careers in nursing. Moreover, through a series of sequenced courses, the College of Nursing prepares the student for advanced study in nursing. The curricula adhere to a systemic approach which emphasizes the connections between the concepts of Holism, Caring, Competence, Health, and Teaching/Learning. The College offers a special track for Registered Nurse applicants leading to the B.S.N. or to both the B.S.N. and M.S.N. Please contact the college directly for information about this pathway.

The College's programs stress the importance of critical thinking skills, an appreciation for diverse cultural perspectives, and the application of knowledge to address policy disputes and social problems related to health care. The program leading to the baccalaureate degree in nursing is approved by the Georgia Board of Nursing. This program provides a major measure of eligibility for the national licensing examination in nursing, leading to use of the title Registered Nurse. Applicants who have a conviction for a felony may not be eligible for licensure; it is recommended that these applicants consult with the Dean of the College before seeking entrance to the program. 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].

Students may have the opportunity to gain work experience relating to their major, clarify their career goals, and earn money to help finance their education through the VSU Cooperative Education Program. Co-op students are placed, on a competitive basis, in work assignments within health care institutions. Interested students should contact the VSU Office of Cooperative Education. Telephone 229-333-7172.

B.S. DEGREE WITH A MAJOR IN NURSING

Selected Educational Outcomes

1. Synthesize theoretical, empirical, and experiential knowledge gained from the sciences, humanities, and nursing in competent nursing practice.
2. Utilize critical thinking and effective communication to assist individuals, families, and communities to attain and maintain optimal health.
3. Meet the dynamic, holistic health needs of unique and culturally diverse individuals, families, and communities throughout the life cycle.

Examples of Outcomes Measurements

1. Presentation of a senior paper and achievement on a nationally normed competency examination.
2. Senior project presentation and achievement on a nationally normed competency examination.
3. Measurement will occur throughout the program during clinical evaluation and at the end of the program by achievement on a nationally normed competency examination.

Requirements for the Bachelor of Science in Nursing Degree

Core Curriculum, Areas A-E (See VSU Core Curriculum) 42 hours
Nursing students must take the science requirements noted for Area D.2.b.

Core Curriculum Area F. 18 hours
BIOL 2651, BIOL 2652, BIOL 2900 12 hours
Nursing Elective or Nursing-related Elective 3 hours
MATH 2620 * 0-3 hours
Guided electives selected from 3-9 hours
PSYC 2700, SOCI 1101**, PSYC 2500**

* Students are strongly encouraged to take MATH 2620 in area D.2.b of the Core.

** Students are strongly encouraged to take SOCI 1101 and PSYC 2500 in area E of the Core.

Senior College Curriculum. 60 hours

Junior Level 1st semester

NURS 3100, NURS 3100K 4 hours
NURS 3110 6 hours
NURS 3130 3 hours

2nd semester

NURS 3220 5 hours
NURS 3211 6 hours
NURS 3221 6 hours

Senior Level 1st semester

NURS 4100	3 hours
NURS 4112, NURS 4122	12 hours

2nd semester

NURS 4210	6 hours
NURS 4220	3 hours
NURS 4230	6 hours

Total hours required for the degree 120 semester hours

Special Admission Requirements

1. Deadlines for completed applications for the College of Nursing:
February 15 for Fall Semester September 15 for Spring Semester
2. Minimum cumulative GPA of 2.8 in the 60 semester hours of Core Curriculum courses required for the nursing major. (ONLY required core courses will be used to calculate the GPA.)
3. Successful completion of the Regents' Testing Program.
4. Minimum of "C" in each science course (each science course may be repeated one time only)
5. Documentation of current health, accident, and malpractice insurance.
6. Evidence of current physical exam, TB testing, Hepatitis B vaccine, CPR, Varicella titer, Negative Drug screen, MMR, and Tetanus
7. Students who drop a nursing course or attain a final grade of less than a "C" in a nursing course and who wish to continue in the program must apply to the College of Nursing for readmission to the courses that were dropped or unsuccessfully completed. Applications for readmission must be received in the College of Nursing one week prior to the first day of class of the planned re-entry term. A limited number of students can be accommodated in the clinical area; hence, readmission will be partially dependent on the number of enrolled students progressing to the desired courses.

Special Retention Requirements

1. Documentation (due the first day of class) of a current physical examination by a medical physician or nurse practitioner that must include but is not limited to the following:
 - a. physical exam
 - b. TB testing
 - c. Tetanus
 - d. Hepatitis B vaccine
 - e. Varicella titer
 - g. Negative Drug screen
2. Only one nursing course may be repeated. Failure to achieve a grade of "C" or better in a repeated nursing course or in any subsequent nursing course constitutes dismissal from the program.
3. A minimum grade of "C" must be maintained in all nursing courses.
4. Documentation of current certification in CPR for health professionals (American Red Cross or American Heart Association); due the first day of classes.
5. Documentation of current malpractice insurance with minimum coverage of \$1,000,000/\$3,000,000 (due the first day of class).

6. Regular activities that must be able to be performed to be retained in the nursing program:
 - a. stand for long periods of time;
 - b. work at a fast pace for long periods of time;
 - c. lift heavy objects (25 lbs. or more) three or more times each day;
 - d. speak clearly and distinctly;
 - e. work alternating shifts of 8 to 12 hours on days, evenings, or nights;
 - f. respond appropriately to stressful situations (physically, emotionally, and mentally) and in emergency situations;
 - g. communicate effectively with physicians, patients, staff, and patient families;
 - h. write clearly and neatly in patient's charts and other legal documents;
 - i. hear a nurse call bell;
 - j. hear telephone and have the ability to accurately take orders over the telephone;
 - k. hear sounds with stethoscope to assess blood pressure, heart rate, lung, vascular, and abdominal sounds;
 - l. hear a patient calling for help;
 - m. hear beepers, alarms, et cetera requiring a rapid response;
 - n. read very fine or small print on medication containers;
 - o. see nurse call or emergency lights;
 - p. visually assess patients appropriately;
 - q. read and interpret physician's orders;
 - r. read monitors and other equipment accurately;
 - s. demonstrate manual dexterity to don sterile gloves and gown;
 - t. demonstrate manual dexterity to prepare medications aseptically whether orally, I.M., S.C. or I.V.
 - u. demonstrate manual dexterity to use sterile techniques when performing activities such as insertion of catheters, IVs, et cetera; and
 - v. demonstrate ability to utilize equipment and instruments needed to carry out patient care.

Special Graduation Requirements

1. Must have earned at least a "C" in all nursing courses, with a maximum of one failure.
2. Satisfactory completion of courses required for the nursing major.
3. Successful achievement of the program objectives.

The College of Nursing offers an innovative program for R.N. students, the R.N. Preference Pathway, which allows R.N. students to pursue the B.S.N. degree and complete the degree requirements in one academic year. Please contact the college directly for information about this pathway.

Requirements for the Bachelor of Science in Nursing Degree–R.N.-B.S.N. Pathway

Core Curriculum, Areas A-E (See VSU Core Curriculum) 42 hours
 Nursing students must take the science requirements noted for Area D.2.b.

Core Curriculum Area F. 18 hours
 BIOL 2651, BIOL 2652, BIOL 2900 12 hours
 Nursing Elective 3 hours
 MATH 2620 * 0-3 hours
 Guided electives selected from 3-9 hours
 PSYC 2700, SOCI 1101**, PSYC 2500**

* Students are strongly encouraged to take MATH 2620 in area D.2.b of the Core.

** Students are strongly encouraged to take SOCI 1101 and PSYC 2500 in area E of the Core.

Senior College Curriculum. 60 hours

1st semester

NURS 3220 5 hours
 NURS 3150 3 hours
 NURS 4060 4 hours
 NURS 4400 3 hours

2nd semester

NURS 4100 3 hours
 NURS 4220 3 hours
 NURS 4230 6 hours
 NURS 4250 3 hours
 Guided Elective 3 hours

Students meeting the requirements of the Georgia R.N. Articulation Agreement may receive a minimum of 27 semester hours of NURS credit to complete the total number of 120 hours required for the B.S. N. degree 27 hours

Total hours required for the degree 120 semester hours

Nutritional Science Minor

Nutritional science is an academic discipline that offers an intellectual approach to the study of nutrition as it contributes to health promotion by primary, secondary, and tertiary prevention. The study of nutritional science provides accurate assessments of the roles of functional foods and nutrients as they affect and are affected by humans' intellectual, biological, psychological, social, cultural, environmental, economic, and spiritual being. This minor includes the integration of holistic health concepts with alternative and complementary healing practices and contemporary medical regimes. This minor offers students the opportunity to explore research demonstrating the importance of nutritional balance (variety, moderation, and activity) to quality of life and holistic health. The nutritional status of Americans is compared and contrasted to other environments and cultures around the globe. The minor encourages the acquisition of practical experiences, the development of intellectual expertise in various aspects of nutritional science, and initiation of creative interventions to facilitate and motivate behavioral changes related to nutritional problems and diseases, such as obesity, diabetes, cardiovascular disease, cancer, and osteoporosis

Minor in Nutritional Science.	15-18 hours
NUTR 3100, NUTR 4000	6 hours
Elective courses from the following	9 hours
NURS/NUTR/WMST 3030	NUTR 3300
NUTR 3900	NUTR 3910
NUTR 3350	NURS/NUTR 3990
NUTR 4100	NUTR 4350
NUTR 4900	NUTR 4950

Selected Educational Outcomes

Students:

1. gain familiarity with the scope of nutritional science as an academic area and the research that is conducted in the field.
2. develop an appreciation for the complexities of nutritional processes and the significance of nutrition to life long health and productivity.
3. are enabled to take greater responsibility for their own nutritional choices in pursuit of holistic health.
4. assess and evaluate nutritional status and plan the implementation of appropriate interventions for optimal well-being.
5. demonstrate a commitment to outreach by sharing nutritional expertise with individuals, families, and communities.



AEROSPACE STUDIES

Lieutenant Colonel John W. West, Director
Barrow Hall

Air Force Reserve Officer Training Corps (ROTC) offers students a course of study designed to complement their individual academic major. This program is designed to commission young men and women as second lieutenants into the active duty Air Force upon completion of a bachelor's degree and ROTC requirements. Students take one academic aerospace studies course and a leadership laboratory each semester to receive hands-on leadership and management practice. Cadets enrolled in the program represent a broad cross-section of the student body. By taking AFROTC, a student/cadet has an opportunity to explore and evaluate Air Force career opportunities while earning a college degree. Completion of the ROTC curriculum is the initial step in the education of the professional officer and provides a firm understanding of aerospace concepts, the Air Force mission, organization, and operation. A commission as an officer in the United States Air Force is tendered only after Valdosta State University grants the bachelor's degree.

General Program

The Air Force ROTC program consists of two phases: the General Military Course (GMC) and the Professional Officer Course (POC). Each phase requires four semesters of study on campus. The GMC courses taken during the freshmen and sophomore years deal primarily with building a foundation for the Air Force way of life, such as developing customs and courtesies and learning proper uniform wear, as well as understanding various Air Force organizations and their missions. Finally, a deeper understanding of the history of the Air Force is taught in the sophomore year. General Military courses meet two and one half hours each week; one hour in the classroom and one and one-half hours in Leadership Laboratory (AS 1000). During the junior year, the Professional Officer Course emphasizes student involvement in learning and practicing leadership and management techniques. The senior year courses deal extensively with political, economic, and social factors relating to the formulation and implementation of national security policy. Communicative skills are stressed throughout the entire ROTC curriculum. The junior and senior cadets meet for four hours each week: two and one-half hours in the classroom and one and one-half hours in Leadership Laboratory (AS 1000). Additionally, cadets participate in a mandatory physical fitness program a minimum of two hours per week. This training is incorporated into AS 1000 Leadership Laboratory and must be accomplished in order to successfully complete the course. All cadets wear their uniforms all day on Leadership Laboratory days and POC students must also wear their uniform to their Aerospace Studies classes.

All students must complete a field training course conducted at an active Air Force base during the summer months. There are two types of courses available, depending on whether the student anticipates entering the two- or four-year program. The four-year program requires a four-week field training course to be completed normally between

the sophomore and junior years. The two-year program is for those students who have not completed the GMC, to include transfer students and other students unable to participate in the on-campus GMC program. The two-year program requires a six-week field training course prior to entering the POC. Students interested in Air Force ROTC should contact the Aerospace Studies Department to determine eligibility.

A tiered stipend ranging from \$250 to \$400 per month is paid to contracted POC cadets or those cadets on scholarship. This sum is in addition to any other scholarship benefit held by a cadet. Additionally, when attending either field training encampment, cadets are furnished transportation or payment for travel, plus receive pay as well as free medical and dental care. Finally, all uniforms and AFROTC texts are provided at no cost to the student while participating in the program.

Selection for the POC

Selection for the POC is based on the best interests of the Air Force, together with achievement records of academic ability, observed leadership traits, fitness, the results of an officer aptitude qualification test, and physical examination. Schedules for these tests are announced through normal student advisory media.

Other requirements for POC entry are:

- Be a full-time student with at least two academic years remaining of undergraduate and/or graduate studies
- Qualify on the Air Force Officer Qualifying Test (AFOQT)
- Qualify on the Air Force medical examination
- Be at least 17 years old with parent or legal guardian consent
- Be a United States citizen
- Be interviewed and accepted for enrollment
- Be of good moral character
- Be in good academic standing
- Complete all commissioning requirements as follows:
 - Pilot & Navigator Candidates: Before age 29
 - Scholarship Recipients: Before age 31 as of December 31 in the eligible year of commissioning.

Placement Credit

The following criteria may earn an individual appropriate placement credit within the AFROTC program: students who have completed ROTC courses in essentially military preparatory schools or junior colleges, participants in high school JROTC or Civil Air Patrol, or prior members of the armed services. Those who have served in the armed services may be awarded full credit for the entire GMC and may therefore be eligible to begin the program in the POC. It is important to understand that these credit possibilities are considered "experiential" credits and therefore do NOT count toward an academic degree requirement or the minor in aerospace studies, but will enable an individual to attend a 4-week rather than 6-week field training encampment. Students interested in AFROTC should contact the Aerospace Studies Department to determine eligibility.

Scholarships and Additional Benefits

Scholarships are available to highly qualified students participating in AFROTC. The "In-College" Scholarship Program (ICSP) pays up to full tuition and provides \$600 annually for books in addition to providing the monthly stipend as previously mentioned. Scholarship consideration is predicated on student ability, performance, and potential.

The AFROTC program also offers other benefits. For example, the monthly stipend is also paid to POC cadets regardless of scholarship status. Additionally, when attending either field training course, cadets are furnished transportation or payment for travel plus pay. Free medical and dental care and all uniforms are provided while at field training.

Student Obligations

When entering the Professional Officer Course, students must have at least two full academic years remaining to complete their college requirements for an undergraduate or a graduate degree or a combination of the two. Each POC student is required to enlist in the Air Force Reserve and to execute a written contract with the government. This contract requires a student to complete the POC and to accept a commission as a second lieutenant if tendered. General Military Course students are under absolutely no obligation if not on scholarship.

Students interested in this commissioning program should contact the Unit Admissions Officer, telephone 229-333-5954.

Minor in Aerospace Studies

The Minor in Aerospace Studies is offered to any student completing the course of study listed below. The minor not only prepares cadets for active duty service but also provides students the opportunity to study one of our country's major instruments of power, the United States Military. Students will gain a broad perspective of the Air Force and its use as an instrument of national power by studying its history, organizations, missions, and operations.

Requirements:

Lower Division Courses 4 hours
AS 1001, AS 1002, AS 2001, AS 2002 1 hour each

Upper Division Courses 12 hours
AS 3001, AS 3002, AS 4001, AS 4002 3 hours each

Also recommended: one elective selected from the following:
HIST 4100, HIST 4404, HIST 4500, POLS 4410, POLS 4420, POLS 4430

Total semester hours required for the minor. 16 semester hours

Cooperative Education Program

Ann Stone, Assistant Director
Powell Hall West

Cooperative Education (Co-op) is an academic program that allows students to combine classroom instruction with degree-related work experience. Co-op students are able to confirm their choice of major, to apply classroom instruction to professional employment settings, and to strengthen their marketability upon graduation. Students also develop professional work skills and habits, earn competitive salaries, and make valuable career contacts. Co-op program employers encompass a vast network of local, state, and national employers.

MISSION

The mission of the Valdosta State University Office of Cooperative Education is to support the academic, career, personal, and work-skills development of VSU students through structured work-based learning experiences.

GOALS

The following strategic goals are integral to the mission of the Co-op Program: (1) maximize student development, (2) enhance the employer network, (3) achieve superior unit planning and administration, (4) nurture dynamic partnerships.

DEFINITION OF TERMS

Valdosta State University subscribes to the "Attributes of Cooperative Education Programs (<http://www.co-op.uc.edu/home>)," a national standard for Co-op Program administration and policies. Program models that meet the ACEP guidelines are available to VSU students:

Co-op Programs

Alternating

Students work full-time for a minimum of two semesters, one of which is not a summer term, separated by at least one semester of full-time enrollment at VSU.

Parallel

Students work 15 to 25 hours per week for a minimum of four semesters while being concurrently enrolled in at least six hours of academic coursework. The four work semesters may be completed with two different employers.

Combination

Students have a combination of full-time and part-time work experiences for the equivalent of two full-time work semesters.

Part-time Traineeship

Students work 15-25 hours per week while attending VSU a minimum of half-time one semester.

Full-time Traineeship

Students work full-time, one semester.

Note: Traineeships may be repeated up to two semesters. Traineeships may meet the qualifications of an academic department internship. For specific information pertaining to an academic internship, please see the department internship coordinator.

School-to-Career

Valdosta State University is one of a select group of colleges and universities to offer a School-to-Career (STC) Program. The School-to-Career Program consists of partnerships with area high schools to provide work-based learning opportunities.

Kappa Theta Epsilon

The VSU Kappa Theta Epsilon Eta Chapter serves a dual purpose: to promote the Cooperative Education program at VSU by enhancing contact between students, faculty, industry, and other Co-op programs, and to honor those VSU Co-op participants who demonstrate distinguished industrial and academic performance.

Students in Free Enterprise (SIFE)

The Office of Cooperative Education works closely with the VSU SIFE team to provide additional opportunities for students to gain business-related experience, to improve public speaking skills, and to compete on an international level. More information can be found at <http://www.valdosta.edu/sife/>

ELIGIBILITY

Students from a wide range of majors are eligible to participate in the Cooperative Education Program. The following majors have significant numbers of Co-op placement opportunities: accounting, art, biology, chemistry, communication arts, computer science, computer information systems, early childhood education, economics, finance, management, marketing, pre-engineering, and psychology. In addition, individual students from other majors are placed in Co-op positions on a limited basis. Students may be accepted into the cooperative education program via the following options:

Regular Admission

Students must earn a minimum 2.0 cumulative grade point average and must have completed 30 semester hours of coursework at Valdosta State University.

Accelerated Co-op Entry (ACE)

Students must provide acceptable documentation of completion of an approved high school work-based learning program or complete 12 or more semester hours at VSU with a minimum cumulative grade-point average of 3.0.

Transfer Admission

Students must provide documentation of completion of at least 30 semesters hours with a minimum 2.0 cumulative grade point average for all transfer credits.

After placement in a co-op position, students must

1. Maintain a minimum cumulative 2.0 grade point average each work semester;
2. Return to good academic standing within one semester if placed on academic probation.

Co-op Probation

1. Students will be allowed to continue work for one semester while on academic probation.
2. If placed on probation for a second semester after placement, students will be removed from the cooperative education program until they return to good academic standing with the institution.

Co-ops and trainees are considered as being enrolled full-time for insurance purposes and enrollment certification (loan deferment) for federal student loan programs during their work semesters if they are enrolled in the proper COOP course. Eligibility for financial aid programs is based on the number of hours enrolled, just as for other students.

COOP COURSES

Co-op is an academic program and, as such, includes the completion of specific coursework. Each placed student must enroll in the appropriate COOP course each work semester. Credit and non-credit program options are available. Students completing the credit option are eligible to earn the Diploma Seal of Advanced Cooperative Education. Students completing the non-credit option are eligible to earn the Certificate of Cooperative Education. Students' initial work term will not precede their first academic term, nor will any work terms follow students' final academic term.

Requirements: Certificate of Cooperative Education. 0 hours

The certificate is awarded to students who complete the equivalent of two full-time semesters of cooperative education work experience. During these work experiences, students will enroll each semester in COOP 2300 or COOP 2310 0 hour

Requirements: Diploma Seal of Advanced Cooperative Education. 6 hours

COOP 1101, COOP 1102, and COOP 1103 (1 hour each)
or COOP 2500 3 hours
COOP 4990. 3 hours

Selected Educational Outcomes

1. Students will write and present a career vision statement that includes goals and objectives.
2. Students will demonstrate appropriate work-skills related to their major and/or career goals on a co-op job site.
3. Students will identify their strengths and weaknesses related to career employment by completing a self-assessment.
4. Students will create a career development plan based on the self-assessment.

Examples of Outcome Assessments

1. Using a criterion-based program checklist, the co-op faculty coordinator, the Director of Cooperative Education, and the work place supervisor will assess the career vision statement.
2. The students' work-site supervisor will assess the student's work skills using the employer evaluation form.
3. The Director of Cooperative Education and the Cooperative Education Coordinators will review students' responses to the self-assessment.
4. Students will implement their career development plan and document progress in a written semester report to be presented to faculty, other students, and employers, who will rate the presentation using a criterion-based checklist.

More comprehensive information about the Co-op Program including a current listing of Cooperative Education employers and job listings is housed on the Co-op Office web site at < <http://coop.valdosta.edu> >. The Co-op Office is located in Powell Hall West. The office telephone number is 229-333-7172.



Office of Academic Student
Instructional Support (OASIS)

Dr. Patrick Burns, Director
1119 University Center

Learning Support Policy

Learning Support programs are intended to serve non-traditional students who are not prepared for Core Curriculum courses and need additional preparation in reading, mathematics, and English. Non-traditional students are defined as students who have been graduated from high school for a minimum of five years or students who hold a General Education Diploma (GED) and their class has graduated at least five years ago. Students who have been away from formal education at least five years and have attempted fewer than 30 semester hours are also eligible for this category. Students who are required to take Learning Support courses because they do not meet the minimum requirement on the COMPASS for exemption are subject to this policy.

1. During the first semester of enrollment, students must first register for all required Learning Support courses for which they are eligible to register before being allowed to register for other courses.
2. Until Learning Support requirements have been satisfied, students shall not be permitted to take credit courses which require the content or skills of the learning support courses as prerequisites. ENGL 0099 is a prerequisite for college-level English courses. MATH 0097 and MATH 0099 are prerequisites for college-level mathematics, physics, and chemistry courses.
3. Students may not accumulate more than 20 semester hours of college-level credit before completing all Learning Support requirements. Students who accumulate 20 semester hours of college-level credit and have not successfully completed required Learning Support courses may enroll only in Learning Support courses until requirements are successfully completed.
4. No degree credit will be earned in Learning Support courses, but institutional credit will be awarded.
5. Students enrolled in both Learning Support courses and credit courses may not withdraw from a Learning Support course with a "W" unless they also withdraw from credit courses.
6. Students will not be permitted to take the exit COMPASS in an area until they have met all requirements for eligibility in the exit-level Learning Support course. (The exit-level mathematics course is MATH 0099.)
7. Students required to enroll in Learning Support courses are allowed three semesters in which to satisfy all exit requirements. Students in the third semester of Learning Support courses are limited to a total of 12 hours, including Learning Support courses. Students who have accumulated 20 semester hours of college-

level credit and have not successfully completed required Learning Support courses may enroll only in Learning Support courses until requirements are successfully completed. Students who have not exited a Learning Support course at the end of the third semester of eligibility will be suspended by the University System and the institution for three years. In unusual circumstances, a student may appeal for one additional semester. If granted the additional attempt, the student may enroll in only the Learning Support course.

8. To exit a Learning Support area, students must successfully complete the exit level Learning Support course in that area, meet any established institutional standards, and attain at least the University System minimum COMPASS scores of 37 in Math and 60 in English.



Athletic Department

Mr. Herb Reinhard, Athletics Director
105 Physical Education Complex

The mission of the Athletic Department is to develop student-athletes as complete individuals and educated citizens fully prepared to make a positive contribution to their community. This development must be accomplished within the academic framework of the University and in concert with the institution's overall mission. With respect to spectators and supporters, the athletic program seeks to serve the region and enhance the development of the institution by fostering a sense of loyalty and community among students, faculty, staff, alumni, and supporters.

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, in bold, is the number of semester hours credit. The suffix H designates Honors Courses; the suffix K designates courses in which a laboratory is included; the suffix L designates a lab course that is separate.

ACCT: ACCOUNTING

- ACCT 2101 Principles of Accounting I 3-0-3
An introduction to financial accounting that emphasizes accounting's role in business and society. The course develops an understanding of the financial statements of economic entities.
- ACCT 2102 Principles of Accounting II 3-0-3
Prerequisite: ACCT 2101 with a grade of "C" or better. An introduction to managerial accounting. Emphasis is placed on understanding internal accounting documents and analyzing these documents to render logical and economically feasible decisions.
- ACCT 3201 Intermediate Accounting I 3-0-3
Prerequisite: ACCT 2102 with a grade of "C" or better. An examination of the conceptual tools used for financial reporting. This course examines the operation of the accounting information system, research techniques, and the application of time value of money concepts in financial reporting.
- ACCT 3202 Intermediate Accounting II 3-0-3
Prerequisite: ACCT 3201 with a grade of "C" or better. An examination of the financial reporting issues surrounding the revenue and expense recognition, current assets, long-lived assets, and stockholders' equity.
- ACCT 3203 External Reporting 3-0-3
Prerequisite: ACCT 3201 with a grade of "C" or better. An examination of the financial reporting issues surrounding investments, liabilities, cash flows, and other advanced topics.
- ACCT 3370 Financial Statement Analysis 3-0-3
Prerequisite: FIN 3350 with a grade of "C" or better. An introduction to financial statement analysis. This course emphasizes the use of publicly disclosed financial information to enhance economic decision making.
- ACCT 3400 Cost Accounting 3-0-3
Prerequisite: ACCT 2102 with a grade of "C" or better. A study of product cost determination. Inventory valuation, planning, control, and financial reporting are emphasized in this course.
- ACCT 3900 Not-For-Profit Accounting 3-0-3
Prerequisite: ACCT 2102 with a grade of "C" or better. A study of fund theory and practice. Accounting for governmental entities, educational organizations and other not-for-profit entities are examined.

- ACCT 4220 Advanced Accounting 3-0-3
Prerequisite: ACCT 3202 with a grade of "C" or better. Concepts and techniques necessary for the preparation of consolidated financial statements and accounting for partnerships. The course is primarily designed as an intensive study of working papers necessary to integrate the financial information of multiple legal entities into a single set of statements reflecting the single economic entity.
- ACCT 4400 Internal Reporting and Analysis 3-0-3
Prerequisite: ACCT 3400 with a grade of "C" or better. An examination of product cost data with an emphasis on using those data to improve decision-making within the firm.
- ACCT 4410 Accounting Information Systems 3-0-3
Prerequisites: ACCT 3201, ACCT 3400, and CISM 2201. A grade of "C" or better must be earned in all prerequisite classes. A student must have a declared major in accounting, finance, economics, marketing, management, or be enrolled in the Langdale College MBA program. An introduction both manual and computerized accounting information systems, including business transaction processes, business activities and documents within each process, interrelationship of these processes, the general ledger system, computer technologies that facilitate these processes, and basic computerized internal controls. This course also includes the integration and application of the knowledge and skills obtained in the prerequisite courses to create and maintain a computerized accounting information system.
- ACCT 4500 Individual Income Tax 3-0-3
Prerequisite: ACCT 2102 with a grade of "C" or better. Introduction to federal income taxes including the elements of income, income exclusions, tax credits, capital gains and losses. Emphasis is placed on understanding the executive, legislative and judicial aspects of the tax law. Research is required.
- ACCT 4510 Corporate and Partnership Taxation 3-0-3
Prerequisite: ACCT 4500 with a grade of "C" or better. An introduction to the tax aspects of corporations and partnerships. This course emphasizes the history, status, and prospects of tax law as it pertains to the corporate and partnership forms of business.
- ACCT 4800 Auditing 3-0-3
Prerequisite: ACCT 3202 and ACCT 3400, each with a grade of "C" or better. Concepts and techniques required for financial statements and operational audits.
- ACCT 4850 Accounting Internship 3 hours credit
Prerequisite: Faculty approval. Graded "Satisfactory" or "Unsatisfactory." The application of academic accounting skills and values in an employment situation. A research project, approved by a faculty member and the employer, is required.
- ACCT 4990 Directed Study in Accounting 3 hours credit
Prerequisite: Faculty approval. A special project undertaken by the student. The project is guided by a faculty member and culminates in a research report.

ACED: ADULT AND CAREER EDUCATION

- ACED 1100 Introduction to Business 3-0-3
An overview of business principles and practices. Emphasis on developing an awareness of banking, marketing, finance, insurance, and organizational design. Will include ethical and human relations issues. Open to all majors.
- ACED 2000 Beginning Keyboarding 3-0-3
Development of basic touch keyboarding skills. This course provides an introduction to formatting letters, research papers, and miscellaneous documents. Emphasis is placed on developing straight-copy speed and accuracy. Exemption test available.

- ACED 2050 Communications for the Workplace 3-0-3
Prerequisite: ENGL 1102. Principles of effective oral and written communications. A thorough review of grammar, sentence and paragraph construction, punctuation, and writing techniques. Emphasis on the job-getting process.
- ACED 2400 Computer Technology for the Workplace 3-0-3
Introductory, hands-on computer applications for development of workplace skills. Topics include word processing, databases, spreadsheets, communication, and presentation software. Exemption test available.
- ACED 2900 Basic Theory in Adult and Career Education 3-0-3
Reserved for the granting of academic credit based on either successful completion of the National Occupational Competency Examination (NOCTI Examination), approved professional licensure, or experiential credit based on past work experience. Requires approval of academic advisor prior to registration.
- ACED 2950 Basic Skills in Adult and Career Education 3-0-3
Reserved for the granting of academic credit based on either successful completion of the National Occupational Competency Examination (NOCTI Examination), approved professional licensure, or experiential credit based on past work experience. Requires approval of academic advisor prior to registration.
- ACED 2960 Intermediate Skills in Adult and Career Education 3-0-3
Reserved for the granting of academic credit based on either successful completion of the National Occupational Competency Examination (NOCTI Examination), approved professional licensure, or experiential credit based on past work experience. Requires approval of academic advisor prior to registration.
- ACED 2999 Entry to the Education Profession 0 hours credit
Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.
- ACED 3000 Intermediate Keyboarding 3-0-3
Prerequisite: Grade of "C" or better in ACED 2000 or exemption. Continued emphasis on speed and accuracy building. Detailed coverage of business letters, memos, multiple-page reports, and miscellaneous documents. Exemption test available.
- ACED 3100 Computer Systems 3-0-3
A general overview of computer hardware and networks. Emphasis is placed on developing basic technological expertise and leadership in administering computer technology in the workplace.
- ACED 3400 Applied Computer Technology 3-0-3
Prerequisite: ACED 2400 or consent of instructor. Development of intermediate and advanced skills in the use of word processing, spreadsheets, databases, communications, and presentation software. Emphasis placed on creation of computer projects appropriate to the student's major.
- ACED 3500 Beginning Adult and Career Teacher Competency Development 3-0-3
Reserved for the granting of academic credit based on either successful completion of the National Occupational Competency Examination (NOCTI Examination), approved professional licensure, or experiential credit based on past work experience. Requires approval of academic advisor prior to registration.

- ACED 3510 Advanced Theory in Adult and Career Education 3-0-3
Reserved for the granting of academic credit based on either successful completion of the National Occupational Competency Examination (NOCTI Examination), approved professional licensure, or experiential credit based on past work experience. Requires approval of academic advisor prior to registration.
- ACED 3520 Advanced Skills in Adult and Career Education 3-0-3
Reserved for the granting of academic credit based on either successful completion of the National Occupational Competency Examination (NOCTI Examination), approved professional licensure, or experiential credit based on past work experience. Requires approval of academic advisor prior to registration.
- ACED 3600 History and Philosophy of Career Education 3-0-3
Exploration of topics specific to adult and career education in industry and/or educational settings. Emphasis will be given to the examination of research, as applied to the public and private sectors.
- ACED 3610 Web Design and Multimedia 3-0-3
Prerequisite: ACED 2400, CS 1000, or consent of instructor. Development of the knowledge and skills necessary for utilizing web editing and graphics programs effectively. This course will focus on the design and production of web sites and other materials for use in educational and training environments.
- ACED 3650 Career Education for Learners with Special Needs 3-0-3
Prerequisite: SPEC 2999. Provides insight into the identification and characterization of learners with special needs, assessment of their individual needs, and the teaching strategies necessary to meet their identified needs by establishing a positive learning environment. Emphasis is placed on planning programs to develop the potential of special needs learners at the secondary and postsecondary levels.
- ACED 3700 Desktop Publishing 3-0-3
Prerequisite: ACED 2400 or consent of instructor. Development of desktop publishing concepts and their application to the modern office. Basic, intermediate, and advanced features of a variety of application programs for page design will be used to create various business-related documents.
- ACED 3850 Principles of Adult Education 3-0-3
Provides insight into the unique opportunities and challenges of the adult learner as examined in a learning setting. Concepts, theories, and practices will provide students with opportunities to manage pertinent issues, problems, and possible solutions in their work as instructors of adult learners. Emphasis is given to understanding the effect this knowledge has on the teaching-learning process in adult education.
- ACED 3860 Program Development in Adult and Continuing Education 3-0-3
Insight into, and working knowledge of, the field of adult and continuing education programming. Emphasis is given to understanding the practical and theoretical foundations upon which adult program formation is based, and reflects the needs and interests of the individual, recreation leisure community, and industry.
- ACED 4050 Office Management 3-0-3
Fundamentals of organizational behavior and management applied to the administration of the modern office. Topics include techniques of supervision, personnel problems, office productivity, ethics, and current legislation. Use of the case method in solving problems encountered in the office.
- ACED 4070 Office Applications 3-0-3
Prerequisites: Grade of "C" or better in ACED 2000 or exemption. Focus on three major aspects of office administration—business calculations, machine transcription, and records management. Emphasis in the course is on solving business mathematics problems using the electronic calculator, keying a variety of business documents from machine transcription, and completing a records management simulation.

- ACED 4100 Advanced Computer Technology 3-0-3
Prerequisite: ACED 3400 or consent of the instructor. Development of advanced skills in word processing, spreadsheets, databases, communications, and presentation software. Emphasis placed on customizing software applications to make the computerized workplace more productive.
- ACED 4160 Administrative Office Procedures 3-0-3
Prerequisites: ACED 3000 and ACED 3400. Development of increased awareness of the role and scope of the administrative assistant position. This course will focus on basic and expanded job responsibilities, professionalism, and the performance of simulated office activities.
- ACED 4300 Practicum in Adult and Career Education 3 hours credit
Prerequisite: Senior Standing and major in appropriate specialization; permission of the advisor must be obtained before registration.
- ACED 4310 Practicum in Adult and Career Education 3 hours credit
Prerequisite: Senior Standing and major in appropriate specialization; permission of the advisor must be obtained before registration.
- ACED 4320 Practicum in Adult and Career Education 3 hours credit
Prerequisite: Senior Standing and major in appropriate specialization; permission of the advisor must be obtained before registration.
- ACED 4400 Methods and Media for Teaching Accounting and Basic Business Subjects 3-0-3
Prerequisites: ACED 2999, ACCT 2101, BUSA 2106, ECON 1500. Methods, materials, and evaluative procedures for teaching effectively in accounting and in the basic business subjects. Field experiences required.
- ACED 4410 New 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 4500 Methods and Media for Teaching Business Skill Subjects 3-0-3
Prerequisite: ACED 1999; ACED 4400 with a grade of "C" or better. Methods, materials, and evaluative procedures for teaching effectively in keyboarding, information processing, office education, and cooperative business education. Field experiences required.
- ACED 4510 Curriculum Development in Adult and Career Education 3-0-3
Principles and procedures for analyzing, describing, and classifying occupations; selecting and sequencing program objectives, units, and tasks, and specifying instructional outcomes. Emphasis is placed on actual occupational analysis and breakdown of responsibilities.
- ACED 4550 Health and Safety in the Work Environment 3-0-3
Acquaints students with health and safety issues in technical occupations. Emphasis will be on safety regulations, agencies, codes, health issues, environmental concerns in industry, and ergonomic environmental factors in the workplace.
- ACED 4560 Safety and Liability in the Career Education Classroom 3-0-3
Investigation of safety in a classroom/laboratory setting, the need for appropriate safety programs, planning a safe environment, and addressing teacher and student liability issues. Emphasis is placed on planning programs that employ accident prevention methodology and foster liability awareness.
- ACED 4600 Directed Study in Adult and Career Education 1-0-1 to 3-0-3
Prerequisite: Consent of the department head. An opportunity for intensive individual study on an approved topic.
- ACED 4670 Techniques of Student Evaluation in Adult and Career Education 3-0-3
Principles and methods of measurement and evaluation in adult and career education programs, emphasizing the administration, scoring, and interpretation of written and performance tests.

- ACED 4680 Instructional Materials Development in Adult and Career Education 3-0-3
Principles and procedures for planning and developing both print-based and non-print instructional materials for use in the Technical, Trade and Industrial classroom and laboratory.
- ACED 4690 Methods of Instruction in Adult and Career Education 3-0-3
Methods of effective teaching in the Technical, Trade and Industrial classroom and laboratory. Emphasis is placed on the instructor's role in the classroom and the delivery of content.
- ACED 4710 Classroom and Laboratory Management 3-0-3
Principles and strategies for managing the classroom and instructional laboratory. Emphasis is placed on establishing an effective learning environment, minimizing disruptive student behavior, and responding properly to discipline problems.
- ACED 4780 Internship in Teaching Career Education 6 hours credit each
Prerequisite: Completion of appropriate methods and curriculum classes. Graded "Satisfactory" or "Unsatisfactory." Six hours per semester for a maximum of two semesters.
- ACED 4790 Student Teaching in Business/Career Education 10 hours credit
Prerequisite: Completion of all coursework. Corequisite: ACED 4800.
- ACED 4800 Professional Practices Seminar 2-0-2
Prerequisite: Completion of all coursework. Corequisite: ACED 4790. Reflection on educational practices and refinement of concepts emanating from the student teaching experience.
- ACED 4810 Contemporary Skills for the Workplace 3-0-3
Analysis of the workplace skills needed in a rapidly changing technological society. Emphasis is on communication skills, employee motivation, change management, delegation, team building, and career planning. Students are required to build a career plan and to design a change management project.
- ACED 4820 Project Management for Technical Professionals 3-0-3
Provides an introduction to the process of project management. Focus is on building the students' understanding of the tools and strategies available to facilitate the management of multiple on-going projects within a technical environment. Topics include: planning systems, strategic and operational planning, mission and vision statements, performance objectives, time and course estimation, diagramming techniques, and performance monitoring through control systems.
- ACED 4900 Special Topics in Adult and Career Education 3-0-3
Prerequisite: Consent of the department head. Study of a topic relevant to business, adult, or career education.

AFAM:AFRICANAMERICANSTUDIES

- AFAM 2020 Race, Class, and Gender 3-0-3
Also offered as WMST 2020. This 2000 level course is a core course, not an elective for the AFA minor. An exploration of social class, gender, and racial/ethnic relations as distinct, but linked dimensions of social inequality. Includes an examination of the historic underpinnings of discrimination by race, class, and gender and the present status of these issues.
- AFAM 3000 Introduction to African American Studies 3-0-3
An introduction to key concepts, thematic concerns, and the theoretical and philosophical bases for African American Studies. To include perspectives and strategies for the analysis and understanding of the impact of African Americans on the socio-economic, cultural, political, and religious developments of America.

- AFAM 3070 Health Care Issues of Vulnerable Populations in the U.S. 3-0-3
 Also offered as NURS 3070. Prerequisite: SOCI 1101 or SOCI 1160 or permission of the instructor. Course is open to all majors. An examination of the historical, cultural, social, and political issues that render certain populations in the U.S. vulnerable to ill health. The course utilizes appropriate theories to study these issues, with emphasis on ameliorating the health of vulnerable populations. It will examine issues related to health care access and policies and program developed to reduce risks of disease and injury. It is also designed to raise an awareness of the disparities in health among certain groups, including the poor, ethnic minorities, high-risk women and children, the homeless, and uninsured and underinsured, among others.
- AFAM 3090 Africa: Inequalities Past and Present 3-0-3
 Also Offered as ANTH 3090. Prerequisite: ANTH 1102 or permission of instructor. The study and problems of social stratification in Africa from pre-colonial to modern times. Special attention will be paid to both intranational institutions (e.g., kinship, class, and ethnicity) and international political economy.
- AFAM 3220 Studies in African American Literature 3-0-3
 Also offered as ENGL 3220. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140. A study of selected topics in African American literature. May be repeated, but only 3 hours may be counted toward distribution requirements for the AFAM minor.
- AFAM 3600 Special Topics in African American Studies 3-0-3
 An in-depth study of selected special topics in African American Studies. May be repeated for credit.
- AFAM 3320 Studies in African Literature 3-0-3
 Also offered as ENGL 3320. Prerequisite: Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140.. A study of selected topics in African literature. May be repeated, but only 3 hours may be counted toward distribution requirements for the AFA minor.
- AFAM 4231 African American History to 1865 3-0-3
 Also offered as HIST 4231. The history of the African Americans from their origin in Africa to the end of slavery in the U.S., with emphasis on their economic life and social thought.
- AFAM 4232 African American History Since 1865 3-0-3
 Also offered as HIST 4232. The history of the African American struggle for equality after emancipation, with special focus on the problems of black leadership from Frederick Douglass to the Black Panthers.
- AFAM 4511 Precolonial Africa 3-0-3
 Also offered as HIST 4511. An analysis of the 8000-year-old cultures of the Nile Valley, including Egypt, Nubia, and Kush; West Africa and its contacts with the Middle East and Europe; the East African city-states and their contacts with India.
- AFAM 4512 Modern Africa 3-0-3
 Also offered as HIST 4512. Explores the European colonization of Africa and the African response. The course also examines the emergence of African nationalism and the problems of creating new states.
- AFAM 4700 African American Studies Seminar 3-0-3
 Prerequisite: AFAM 3000 and at least two AFAM 3000 level course electives. An interdisciplinary seminar on selected topics, providing a capstone experience.

ANTH: ANTHROPOLOGY

- ANTH 1102 Introduction to Anthropology 3-0-3
An introduction to the origins, evolution, and present-day adaptations of the world's peoples. Emphasis on the study of fossils, archaeological remains, and culturally diverse life ways.
- ANTH 1102H Introduction to Anthropology, Honors 3-0-3
Fundamentals of anthropology, with particular focus on such disciplinary subfields as physical anthropology, archaeology, and cultural anthropology. Emphasis is on the employment of the anthropological perspective, and the application of anthropological concepts and models to contemporary issues and problems.
- ANTH 3010 Physical Anthropology 3-0-3
Prerequisites: ANTH 1102 or permission of instructor. The study of the biological origins of the human species. An emphasis is placed on human evolution, genetics, primatology, and the interaction between culture and biology.
- ANTH 3020 Culture and Personality 3-0-3
Prerequisites: ANTH 1102 or permission of instructor. A cross-cultural survey of the relationship between culture and personality. Attention is directed to the interplay of cultural and social variables in the development of identity. Specific foci include mental illness, aggression, altered states of consciousness, and individual adaptation to social change.
- ANTH 3030 Archaeological Techniques 0-8-3
Prerequisite: ANTH 1102 or permission of instructor. An introduction to the theory and techniques of archaeology as well as their practical application. Students will participate in fieldwork, including archaeological survey, excavation, and laboratory analysis.
- ANTH 3040 Cultural Anthropology 3-0-3
Prerequisite: ANTH 1102 or permission of instructor. An introduction to the nature of cultural anthropology through a cross-cultural analysis of cultural systems and social organizations. Specific theoretical approaches are applied to case materials from cultural systems around the world including those within our society.
- ANTH 3070 Magic, Religion, and Witchcraft 3-0-3
Prerequisite: ANTH 1102 or permission of instructor. A cross-cultural survey of varieties of religious expression. Emphasis is placed on ritual, mythic, and symbolic dimensions of religion and the way religion interrelates with other social institutions.
- ANTH 3090 Africa: Inequality Past and Present 3-0-3
Also Offered as AFAM 3090. Prerequisite: ANTH 1102 or permission of instructor. The study and problems of social stratification in Africa from pre-colonial to modern times. Special attention will be paid to both intranational institutions (e.g., kinship, class, and ethnicity) and international political economy.
- ANTH 3120 Archaeology of Eastern North America 3-0-3
Prerequisites: ANTH 1102 or permission of instructor. A study of cultural development in eastern North America, employing archaeological, ethnohistorical, and historical perspectives. The temporal boundaries are the arrival of humans in the region until the nineteenth century. Native American and Euroamerican culture history will be explored.
- ANTH 3130 Indians of North America 3-0-3
Prerequisites: ANTH 1102 or permission of instructor. A survey of the lifestyles of North American Indians following contact with Europeans. Groups from all regions of North America are included, and the course examines native lifestyles at particular points in time. Primary emphasis is on environmental adaptation and economy of each group; in addition, social and political organization, religion, material culture, arts, and other aspects of culture are discussed.

- ANTH 3160 Experimental Archaeology 1-4-3
Prerequisite: ANTH 1102 or permission of the instructor. An introduction to primitive technology with an emphasis on recreating past tools and utensils in an attempt to understand past lifeways. Lab fee required.
- ANTH 3500 Anthropological Theory 3-0-3
Prerequisites: SOCI 3000. An historical survey of the development of anthropological theory, with a primary focus on the anthropological perspective and including an introduction to general social science. Students will develop a competent review of literature in an area of anthropology.
- ANTH 3510 Anthropological Research 3-0-3
Prerequisites: SOCI 3000. An introduction to the concepts and methods of anthropological research. The emphasis is on developing familiarity with the various research strategies employed by cultural anthropologists and their application. Course work culminates with the design of a research proposal.
- ANTH 3910 Anthropology of Law 3-0-3
Prerequisite: ANTH 1102 or permission of instructor. The study of legal systems and conflict resolution styles in nonWestern societies. The varieties of legal understandings and procedures are explored, and characteristics of specific legal processes are related to other institutional spheres, such as economics, kinship, and religion.
- ANTH 4040 Sociocultural Change 3-0-3
Prerequisite: ANTH 1102 or permission of instructor. An examination of sociocultural changes occurring in tribal and peasant societies in response to modernization. Particular attention is focussed on the articulation of these societies with the larger national and global systems, the resulting inequalities, types of social and cultural disruptions experienced, and the range of responses to change.
- ANTH 4540 Internship in Anthropology 1-0-1 to 3-0-3
Prerequisites: Permission of advisor and Internship Coordinator. Must be taken concurrently with SOCI 4990 Senior Capstone. Graded "Satisfactory" or "Unsatisfactory." Supervised, practical experience in an appropriate community agency; an opportunity for students of demonstrated maturity and judgment to discover the integration between theory and practice and make applications.
- ANTH 4900 Special Topics in Anthropology 1-0-1 to 3-0-3
Prerequisites: ANTH 1102 or permission of instructor. Topics vary. Designed to provide an intensive study in a current topic relevant to anthropology. May be repeated for credit.
- ANTH 4980 Directed Study in Anthropology 1-0-1 to 3-0-3
Prerequisites: ANTH 1102 or permission of instructor. Study in an area or subject not normally found in established courses offered by the department; may also allow the student to explore in more detail a topic which is normally covered by the department. May be repeated for credit.

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.

ARED: ART EDUCATION

- ARED 2010 Introduction to Crafts 0-6-3
Prerequisite: ART 1030 - 3-D Design or permission of the Department Head. An introduction to basic crafts techniques and media including glass, enamel, paper, fiber, and textile.
- ARED 2020 Art For Teachers 3-0-3
The study of creative art education philosophies, goals, content, media, materials, and methods for children. Not open to art majors.
- ARED 2999 Entry to the Education Profession 0 hours credit
Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.
- ARED 3010 Elementary Art Methods, P-5 1-4-3
Prerequisites: Art Education major, junior standing, 3.0 GPA, acceptance into the Teacher Education Program, and ARED 2999. Methods, media, materials, management and preparation for teaching in grade levels P-5. Includes off-campus field experiences. Liability insurance required.
- ARED 3012 Secondary Art Methods and Curricula, 6-12 1-4-3
Prerequisite: ARED 3010 or permission of the department head. Curricular structures and instructional methods for middle and high school art education programs. Development of knowledge of and skills with media, materials, processes, and disciplines appropriate to students in grades 6-12. Lab fee required. Off-campus field experiences require liability insurance.
- ARED 3030K Creative Problem Solving and Visual Thinking Techniques 0-6-3
The study of creative behaviors. Theories of creativity, creative problems solving, blocks to creative behavior, and the relationship between creativity, cognition, and visual thinking are topics. Emphasis on strategies to enable creative behaviors. This is laboratory class and meets 6 hours per week.
- ARED 3050 Issues and Trends in Curricular and Assessment for Art Education 3-0-3
Prerequisites: Art Education Major and acceptance into Teacher Education. The study of topics associated with issues and trends in art education programs as they apply to best practice in curricular and assessment models in the field.
- ARED 4070 Seminar in Art Education (P-12) 2-0-2
Prerequisite: Completion of all other academic course work. Must be taken in conjunction with ARED 4090. Graded "Satisfactory" or "Unsatisfactory." Emphasis on professional expectations, instructional and curricular issues, and problems found in the school environment.
- ARED 4080 Internship in Art Education 6 hours credit each
Prerequisite: Permission of the Department Head. Graded "Satisfactory" or "Unsatisfactory." A supervised teaching experience for degreed students seeking certification. Must be taken for two consecutive semesters, for a total of 12 semester credit hours.
- ARED 4090 Student Teaching in Art Education 10 hours credit
Prerequisite: Completion of the professional education sequence. Graded "Satisfactory" or "Unsatisfactory." The culminating professional experience scheduled during the final semester of University enrollment. The student is provided with a supervised teaching experience in any one of three settings, elementary school, middle school, or senior high school.

ARID: INTERIOR DESIGN

- ARID 2111 Interior Design Studio I 0-6-3
Prerequisite: ART 1030, ART 1011 and ARTH 1120 or permission of Department Head. Corequisite: must be taken concurrently with ARID 2310. Explorations of spaces of smaller scale and clearly delineated functions and needs. Emphasis on design process methodology and communications of findings and solutions. Graphics emphasize freehand sketching, color, and black and white media. Field trips and site visits are required.
- ARID 2112 Interior Design Studio II 0-6-3
Prerequisite: ARID 2111. This course extends the studies begun in Studio I into spaces of limited scale but involves more complex considerations of function, aesthetics, needs, and user satisfaction. Continued emphasis on communication of ideas and solutions through varied graphic formats and words. Includes freehand sketching, technical drawing, etc. Site visits and field trips required.
- ARID 2310 Interior Design Graphics and Presentation 0-6-3
Prerequisite: ART1030, ART 1011. Corequisite: ARID 2111 must be taken concurrently. Exploration of graphic, written and verbal presentation techniques. Application of principles of layout and composition. Experimentation with media and materials. Rendering in color media, including but not limited to markers and colored pencils. Emphasis is on developing skill in freehand sketching, particularly for interior design project needs.
- ARID 3111 Interior Design Studio III 0-6-3
Prerequisite: ARID 2112 and portfolio review. Introduces topics and spaces of increasing scale and complexity in terms of function, aesthetics, needs and user satisfaction. Emphasis on communication of ideas through varied graphic formats: freehand sketches, technical drawings, computer applications, etc. Includes application of building codes, principles of universal design, and use of materials from sustainable sources. A variety of non-residential spaces are explored through projects. Residential spaces limited to institutional and hospitality applications.
- ARID 3112 Interior Design Studio IV 0-6-3
Prerequisite: ARID 3111. Consideration of larger scale spaces with diverse and complex issues to resolve. Production of working drawings, documentation of design thinking from concept development through final presentation of solution(s). Emphasis on refining design thinking and communication skills. Site visits and fieldtrips required.
- ARID 3211 History of Interiors I 3-0-3
Prerequisite: ARTH 1120. Introduction to the aesthetic, technical, functional and social issues inherent in the design and use of interiors of selected times and places. A variety of cultures and contexts are examined and compared. Examples of the built environment are presented in detail: site, structure, materials, furnishings, and distinguishing features. Illustrated lectures and collaborative learning. Research, papers, and site visits required. Emphasis on writing and application of design terminology.
- ARID 3212 History of Interiors II 3-0-3
Prerequisite: ARID 3211. Varied historical times, topics, and locations. Exploration of the role of the interior designer and the design profession in the shaping and use of the built environment. Emphasis on contemporary issues. Research and site visits required. Emphasis on writing.
- ARID 3320 Materials for Interior Design 3-0-3
Prerequisite: ARED 2112, ARID 2310. Introduction and exploration of the materials and methods used in the fabrication of interior furnishing and spaces. Applications of varied materials and creation of a source notebook/reference. Research and site visits required.

- ARID 3340 Furniture Design 0-6-3
Prerequisite: ARID 2112, ARID 2310, successful completion of the shop safety exam. Introduction to the materials and methods used in the design and fabrication of furnishings. Explores performance, aesthetics, and cost factors, etc. Complete design(s) including initial drawings, working drawings, finished piece at model and/or full scale. Work to be completed under the supervision of shop supervisor/designated personnel only. Charge for materials.
- ARID 3350 Lighting & Building Systems 2-2-3
Prerequisite: ARID 2112. Introduction to aesthetic and technical considerations of lighting and other building systems required for the comfortable use of interior spaces. Addresses plumbing, HVAC, solar, varied new products and systems from domestic and international sources. Case studies, computations, site visits, and research required.
- ARID 3411 Computers for Interior Design 0-6-3
Prerequisite: ART 2030. Introduction to computer aided design and drafting (CADD), Varied software and applications for 3D visualization and design communication. Emphasis on gaining skills in the use of the computer as a tool in creating and communicating design solutions. Work may be linked to design studio projects.
- ARID 4000 Special Topics 0-4-2 to 0-6-3
Relevant topics not included in the official interior design curriculum. Format may vary.
- ARID 4010 Interior Design Internship 0-0-3
Prerequisite: Junior Standing in Interior Design and ARID 3112. Taken during summer between junior and senior years. Learning through working in the profession. Placement determined through collaborative efforts of student, internship supervisor, and field supervisor. Interviews may be required. Assessment reviews completed by student, internship supervisor, and field supervisor. Requires preparation and meetings prior to and following the internship experience. Written documentation through journal and reports.
- ARID 4111 Interior Design Studio V 0-6-3
Prerequisite: ARID 4010. Large scale spaces with complex issues to decipher and incorporate into the design process and solutions. Emphasis on refinement of application of design process including creative and critical thinking, research skills, and graphic, written and verbal presentation skills. Team project(s) required. Design and documentation of custom furnishings/casework required. Site visits and field trips required.
- ARID 4112 Interior Design Studio VI 0-6-3
Prerequisite: ARID 4111. Culmination of studio work. Largest spaces with intricate criteria to explore, document; incorporate into the design process and to communicate through varied media and methods. In depth exploration of selected topic included. Collaborative work, site visits, and field trips required.
- ARID 4210 Historic Interiors/Contemporary Uses 3-0-3
Prerequisite: ARTH 3122. Introduction to restoration, preservation and adaptive use of interior spaces and structures. Understanding of local, state, federal and international programs, policies, a and organizations involved in studying and sustaining the built environment. Explores issues, ethics and economics of selected examples. Case studies, research, and site visits required.
- ARID 4310 Advanced Graphics and Creative Techniques 0-6-3
Prerequisites: ARID 2310 and ARID 3111. Advanced problems of rendering perspective drawing, and visual presentation of interior spaces. The course teaches methods of presentation and development of completed interior design projects with rendered perspectives and presentation boards of furnishings, fixtures, finishes, schedules, and related materials.
- ARID 4610 Professional Practice 2-2-3
Prerequisite: ARID 3112. Introduction to the profession of interior design: organizations, registration requirements, qualification criteria and testing, ethics, business practices, paperwork, legal issues, etc. Includes portfolio development: graphics, résumé, cover letters.

ART: ART STUDIO AND ART APPRECIATION

- ART 1010 Drawing I 0-6-3
An introductory drawing course in which the concepts of composition, figure/ground, line, value, contour, gesture, linear and aerial perspective are studied using a variety of drawing techniques and media.
- ART 1011 Drawing II 0-6-3
Prerequisite: ART 1010 A continuation of Drawing I. Further development of drawing techniques and methods for a personal and experimental approach. Abstract imagery, non-representational, and representational imagery will be explored.
- ART 1020 Two Dimensional Design 0-6-3
A two-dimensional foundation design course in which the formal elements of art, principles of design, and color theory are introduced.
- ART 1030 3-Dimensional Design 0-6-3
A three-dimensional foundation design course in which the formal elements of design are introduced along with the methods and safety procedures associated with the use of power equipment. All students must pass examination on power tool usage and safety before access to power tools and shop.
- ART 1100 Introduction To The Visual Arts 3-0-3
An introductory survey of world art from prehistory to the contemporary period. Credit for this course may not be used to satisfy requirements for area F or senior curriculum requirements for ART or ARED majors.
- ART 1100H Honors Introduction To The Visual Arts 3-0-3
An introductory survey of world art, at the Honors level, from prehistoric to the contemporary period, set in the context of historical, political, economic, and social events.
- ART 2030 Computers In Art 0-6-3
Prerequisite: ART 1020 An introductory course to develop basic skills in computer applications for the visual arts including: design, page layout, word processing, illustration, web access, web design, historical and critical methods, and information management.
- ART 3023 Drawing III 0-6-3
Prerequisite: ART 1011. Interpreting the human figure through the use of a variety of media and techniques. May be repeated for up to 9 hours of credit.
- ART 3041 Painting I 0-6-3
Prerequisites: ART 1011 and ART 1020 or permission of the Department Head. An introduction to oil and acrylic painting techniques.
- ART 3051 Printmaking I 0-6-3
Prerequisite: ART 1010 and ART 1020. An introduction to basic printmaking processes and techniques, including historical background and significance.
- ART 3061 Ceramics I 0-6-3
Prerequisite: ART 1030 or permission of the Department Head. A beginning level course including coil and slab construction, wheel throwing techniques, glazing processes, and kiln firing methods.
- ART 3071 Photography I 0-6-3
An introductory course with emphasis on the technical and aesthetic foundations of black and white photography including camera functions, darkroom processing procedures, and presentation of work. A 35mm camera with manual controls is required.
- ART 3081 Sculpture I 0-6-3
Prerequisite: ART 1030 or permission of Department Head. An introduction to additive, subtractive, replacement, and modeling sculpture techniques and methods. Attention will be given to three dimensional studies of human anatomy.

- ART 3091 Graphic Design I 0-6-3
Prerequisite: ART 1020 and ART 2030. Introduction to aesthetic and technical problem solving. Emphasis is placed on contemporary commercial art production techniques.
- ART 3092 Graphic Design II 0-6-3
Prerequisite: ART 3091. A continuation of Graphic Design I with emphasis on typography, package design, and preparation of portfolio comprehensives. May be repeated for up to 9 hours of credit.
- ART 3101 Jewelrymaking I 0-6-3
Prerequisites: ART 1030. Introduction to the design and production of jewelry and small metals, emphasis is placed on techniques employing casting and fabrication processes. Students must pass a safety test on the use of equipment and materials.
- ART 3111 Aqueous Media I 0-6-3
Prerequisite: ART 1010 and ART 1020. The introduction to the technical aspects of aqueous painting media featuring traditional and contemporary methods and techniques.
- ART 4042 Painting II 0-6-3
Prerequisite: ART 3041. An advanced course in painting using a variety of media and techniques. The emphasis is on the development of personal style. May be repeated for up to 9 hours of credit.
- ART 4052 Printmaking II 0-6-3
Prerequisite: ART 3051. An advanced course which gives the student an opportunity for further expressive development and experimentation with a variety of printmaking processes. May be repeated for up to 9 hours of credit.
- ART 4062 Ceramics II 0-6-3
Prerequisites: ART 3061 or permission of the Department Head. An advanced course including sculptural construction methods and functional approaches. May be repeated for up to 9 hours of credit.
- ART 4072 Photography II 0-6-3
Prerequisite: ART 3071. An advanced course in digital and black and white photography with emphasis on image manipulation and experimental processes. A 35mm camera with manual controls is required. May be repeated for up to 9 hours of credit.
- ART 4082 Sculpture II 0-6-3
Prerequisite: ART 3081 or permission of Department Head. Intermediate work in additive, subtractive, replacement, and modeling sculpture techniques and methods. May be repeated for up to 9 hours of credit.
- ART 4093 Graphic Design III 0-6-3
Prerequisite: ART 3091. An advanced course in graphic design with emphasis on illustration and preparation of portfolio comprehensives. May be repeated for up to 9 hours of credit.
- ART 4094 Graphic Design IV 0-6-3
Prerequisite: ART 3092 or ART 4093. An advanced computer graphics course. The student will concentrate on web page design and three-dimensional modeling. May be repeated for up to 9 hours of credit.
- ART 4095 Graphic Design V 0-6-3
Prerequisite: ART 4094 or permission of Department Head. An advanced computer graphics course which concentrates on the creation of computer animation. May be repeated for credit.
- ART 4102 Jewelrymaking II 0-6-3
Prerequisite: ART 3101. Advanced techniques and further exploration of jewelry and small metals design. May be repeated for up to 9 hours of credit.

- ART 4112 Aqueous Media II 0-6-3
Prerequisite: ART 3111 or permission of the Department Head. Advanced aqueous media techniques and methods emphasizing continued development of personal expressive and communicative style. May be repeated for up to 9 hours of credit.
- ART 4140 Technical Problems in Art 0-2-1 to 0-6-3
Prerequisite: Junior or senior level standing in art. Designed for the advanced student capable of independent study for the purpose of solving studio problems and conducting creative research. Purchase of materials may be required. May be repeated for up to 9 hours of credit.
- ART 4150 Directed Study in Art 0-2-1 to 0-6-3
Prerequisite: Approval of the supervising faculty member and Department Head. Students are provided the opportunity to explore individual problems in art. Purchase of art materials may be required. May be repeated for up to 9 hours of credit.
- ART 4160 Internship in Art 3 hours credit
Prerequisite: Art Major and permission of the department head. Supervised work experience through cooperatively planned practical job related to the student's degree. May be repeated for credit.
- ART 4170 Professional Preparation 0-2-1
Prerequisites: ART 2030. The assembly of a portfolio and résumé acceptable for professional use in art-related careers.
- ART 4171 Senior Exhibition Seminar 2-0-2
Pre- or co-requisite: ART 4170. A capstone course for the preparation of works for exhibition, learning of gallery procedures, planning for and participating in the senior exhibition. The submission of a final portfolio is required.
- ART 4180 Workshop in Art 0-2-1 to 0-6-3
Selected topics presented in an intensive workshop setting. Purchase of art materials may be required. May be repeated for up to 9 hours of credit.
- ART 4190 Special Topics in Art Studio 0-6-3
Prerequisite: Junior- or Senior-level standing in art. Selected topics in studio art areas designed to develop advanced skills in a particular medium and allow students the opportunity for further expressive development. May be repeated for up to 9 hours of credit.

ARTH:ART HISTORY

- ARTH 1120 Fundamental Concepts in the Visual Arts 3-0-3
Restricted to ART, ARED, and ARID majors and art minor only. A course focusing on the historical context of contemporary art, art issues, disciplines, and professional practices.
- ARTH 3120 Special Topics in Art History 3-0-3
Prerequisite: ART 1100 or ARTH 1120. The study of unique or special content in the visual arts. May be repeated under different topics for a maximum of 9 hours.
- ARTH 3121 Western Art History Survey 3-0-3
Prerequisite: ART 1100 or ARTH 1120. A survey of western world art from prehistory to the modern period
- ARTH 3122 20th Century Art Survey 3-0-3
Prerequisite: ART 1100 or ARTH 1120. A survey of world history of art from the late 19th century through the present.
- ARTH 3123 Special Topics in Art History 3-0-3
Prerequisite: ART 1100 or ARTH 1120. The study of unique or special content in the visual arts. May be repeated under different topics for a maximum of 9 hours.

- ARTH 4120 Issues in Art Criticism 3-0-3
Prerequisite: ART 1100 or ARTH 1120. Selected issues from the discipline of art criticism.
- ARTH 4130 Women Artists 3-0-3
Prerequisite: ART 1100 or ARTH 1120. The study of art created by women artists in western and non-western cultures.
- ARTH 4140 African American Art 3-0-3
Prerequisite: ART 1100 or ARTH 1120. The study of the arts created by African American artists from the late 18th century up to the present.
- ARTH 4150 Contemporary Art History 3-0-3
Prerequisite: ART 1100 or ARTH 1120. The in-depth study of contemporary art.

AS:AEROSPACE STUDIES

- AS 1000 Leadership Laboratory 0-2-0 to 0-2-1
Graded "Satisfactory" or "Unsatisfactory." Practices in both followership and leadership. A study of Air Force customs and courtesies, drill ceremonies, military commands, and Air Force opportunities (for 1000- and 2000-level AS students). Advanced leadership experiences in planning, organizing, and executing cadet training activities; preparing and presenting briefings and other oral and written communications (for 3000- and 4000-level AS students). The leadership laboratory is required of AS students each semester, but total credit is limited to 3 hours.
- AS 1001 Foundations of the U.S. Air Force I 1-0-1
Co-requisite: AS 1000. A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps.
- AS 1002 Foundations of the U.S. Air Force II 1-0-1
Co-requisite: AS 1000. A survey course designed to continue the student's introduction to the United States Air Force and Air Force Reserve Officer Training Corps.
- AS 2001 The Evolution of U.S. Air and Space Power I 1-0-1
Co-requisite: AS 1000. Examines general aspects of the air and space power from a historical perspective. The course covers a time period from the first balloons and dirigibles to the Korean War.
- AS 2002 The Evolution of U.S. Air and Space Power II 1-0-1
Co-requisite: AS 1000. Examines general aspects of air and space power from a historical perspective. The course covers a time period from the Vietnam War to present operations.
- AS 3001 Leadership Studies I 3-0-3
Co-requisite: AS 1000. A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluations systems, leadership ethics, and communication skills required of an Air Force junior officer.
- AS 3002 Leadership Studies II 3-0-3
Co-requisite: AS 1000. Continues the study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluations systems, leadership ethics, and communication skills required of an Air Force junior officer.
- AS 4001 National Security 3-0-3
Co-requisite: AS 1000. Examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine.
- AS 4002 Preparation for Active Duty 3-0-3
Co-requisite: AS 1000. The final step in preparing an officer candidate for active duty. This course examines the military as a profession, officership, military justice, and civilian control of the military.

ASTRONOMY

- ASTR 1000 Introduction to the Universe 3-0-3
A survey of the universe, examining the historical origins of astronomy; the motions and physical properties of the Sun, Moon, and planets; the formation, evolution, and death of stars; and the structure of galaxies and the expansion of the Universe.
- ASTR 1010K Astronomy of the Solar System 3-2.5-4
Astronomy from early ideas of the cosmos to modern observational techniques. The solar system planets, satellites, and minor bodies. The origin and evolution of the solar system. Three lectures and one night laboratory session per week.
- ASTR 1020K Stellar and Galactic Astronomy 3-2.5-4
The study of the Sun and stars, their physical properties and evolution, interstellar matter, star clusters, our Galaxy and other galaxies, the origin and evolution of the Universe. Three lectures and one night laboratory session per week.
- ASTR 2010 Tools of Astronomy 0-2-1
An introduction to observational techniques for the beginning astronomy major. Completion of this course will enable the student to use the campus observatory without direct supervision. The student will be given instruction in the use of the observatory and its associated equipment. Includes laboratory safety, research methods, exploration of resources (library and Internet), and an outline of the discipline.
- ASTR 2020 The Planetarium 0-2-1
Prerequisites: ASTR 1000, ASTR 1010K, ASTR 1020K, or permission of instructor. Instruction in the operation of the campus planetarium and delivery of planetarium programs. Completion of this course will qualify the student to prepare and give planetarium programs to visiting groups.
- ASTR 3220 Cosmology 3-0-3
Prerequisite: ASTR 1020 and PHIL 2010 or consent of the instructor. Also offered as PHIL 3220. A scientific and philosophical study of our perception of the universe, including the world views of Ptolemy, Copernicus, and Einstein.
- ASTR 4101 Observational Techniques I 2-2-3
Prerequisites: PHYS 2212K, ASTR 1010K, ASTR 1020K. Aspects of observational astronomy. Topics include spectroscopy, photometry, imaging, astrometry, and operation of the observatory.
- ASTR 4102 Observational Techniques II 2-2-3
Prerequisite: ASTR 4101. Aspects of observational astronomy. Topics include radio astronomy, ultraviolet and x-ray astronomy, and data reduction techniques.
- ASTR 4400 Physics of the Solar System 3-0-3
Prerequisite: ASTR 3101. Celestial mechanics; physical features of the Sun, planets, moons, and other material in the solar system.
- ASTR 4410 Astrophysics 3-0-3
Prerequisite: ASTR 3101. Pre- or corequisite: PHYS 4411. Radiative transfer in the stellar atmosphere, the interior structure of stars, stellar evolution, physical processes in gaseous nebulae and cosmology.
- ASTR 4800 Internship in Astronomy 3 to 6 hours credit
Active participation in research in astronomy, or in some field of science closely allied with astronomy, or work with a planetarium or museum which involves planetarium operations and programs. A daily log of activities, a report on the work done, and a research paper relating the work done to the field of astronomy are required.
- ASTR 4900 Special Topics in Astronomy 1-0-1 to 4-4-6
Prerequisite: ASTR 3101, consent of advisor and instructor. Topics to be assigned by instructor; may be taken more than once if topics are different; up to a total of 6 credit hours.

ASTR 4950 Directed Study in Astronomy

1-0-1 to 4-4-6

Prerequisites: ASTR 3101, consent of advisor, instructor, and department head. Study in area or subject not normally found in established courses offered by the department; may also allow students to explore in more detail and/or depth an area or subject covered by the department in astronomy; up to a maximum of 6 credit hours.

BIOLOGY

BIOL 1010 Introduction to Biology: The Evolution and Diversity of Life

3-0-3

Co-requisite: BIOL 1020L. This course cannot be taken for credit toward the major in biology. An introduction to the diversity of life on Earth with a special emphasis on ecological and evolutionary processes and relationships.

BIOL 1020L Biodiversity Lab

0-2-1

Co-requisite: BIOL 1010. This course cannot be taken for credit toward the major in biology. A laboratory course to accompany Biology 1010 emphasizing the diversity of life.

BIOL 1030 Introduction to Biology: Organismal Biology

3-0-3

Co-requisite: BIOL 1040L. This course cannot be taken for credit toward the major in biology. An introduction to modern biology for the non-major with special emphasis on the processes involved in the development and maintenance of complex multicellular organisms.

BIOL 1040L Organismal Biology Lab

0-2-1

Co-requisite: BIOL 1030. This course cannot be taken for credit toward the major in biology. A laboratory course to accompany Biology 1030, emphasizing the structure of multicellular organisms.

BIOL 1050 Human Biology

3-0-3

An introduction to the processes underlying the interactions of humans and the natural world. The topics to be covered include: physiological processes and their relationship to diseases; human genetics and biotechnology; the evolutionary basis of human structure and behavior, and the impact of humans on natural communities.

BIOL 1060 Introduction to Marine Biology

3-0-3

A non-technical study of marine and estuarine habitats emphasizing habitat types and biological community diversity. Topics of study will include, but are not limited to: organismal adaptations to a marine environment, bio-diversity and taxonomy of major groups of marine organisms, ecosystem types and characteristics and oceanic scale processes. Some voluntary overnight, weekend field trips with emphasis on collecting coastal fauna and study of Georgia coastal habitats.

BIOL 1065 Plants and Human Affairs

3-0-3

Designed for non-science majors. A broad study of economically important plants, their influence on society, and their evolution and manipulations by humans. Uses of plants in the production of foods, beverages, spices, herbs, perfumes, drugs, dyes, wood, and fibers, and in the aesthetic enhancement of human life.

BIOL 1070 Microbes and Humans

3-0-3

The study of microbes and humans with an emphasis upon infectious diseases and the role of microbes in food production, bioengineering, and industrial processes.

BIOL 1080 Conservation Biology

3-0-3

Basic biology underlying current issues in the conservation of rare species, native ecosystems, and biological diversity in general. Exploration of the nature and geographic distribution of biodiversity and threats to it, discussed in the context of ecological and population-genetic principles as well as socio-economic and political realities. Theory and case studies of different modes of preserving biodiversity (zoos and gardens vs. natural preserves) will be presented. The U.S. Endangered Species Act and Wilderness Preservation Act and C.I.T.E.S.,

among others, will be critically evaluated as models for government involvement in conservation. Prescriptions for sustainable development that does not further erode biodiversity will be discussed in light of current knowledge of genetics, population dynamics, and community and landscape ecology.

- BIOL 1090 Genetics and Human Affairs 3-0-3
Genetics and its human implications, past, present and future. A review of the basic patterns of inheritance using human traits. Emphasis will be given to calculation of recurrence risks by pedigree analysis, the human chromosome aberrations, the molecular aspects of inborn errors of metabolism, the human genome project, recombinant DNA technology and its application to gene therapy. Extensive use of computer technology and auto-tutorials will be made in the course.
- BIOL 1951H Honors Biology: Cellular Processes 3-2-4
An introduction to the fundamental principles of cell and molecular biology. Prokaryotic and eukaryotic development will focus on the relationship of structure and function. Cellular solutions to fundamental problems such as cell recognition, energy acquisition and conversion, genetic transmission, and cellular reproduction will be discussed. Taught in an enriched, discussion, and project-oriented classroom environment.
- BIOL 1952H Honors Biology: The Evolution and Diversity of Life 3-2-4
Introduction to modern biology with an emphasis on the diversity of life on Earth and a close examination of ecological and evolutionary processes and relationships. Taught in an enriched, discussion and project-oriented classroom environment.
- BIOL 2010 Unifying Principles of Biology 3-3-4
Introduction to biology for science and secondary education/science majors. Emphasis on basic concepts providing a foundation for advanced courses in biology. Concepts covered include the scientific method and experimental design; cellular structure, function, metabolism, and reproduction; the nature of the gene and its action; and the mechanisms of evolution.
- BIOL 2230 General Botany 3-3-4
Prerequisite: BIOL 2010 with a grade of "C" or higher or consent of the instructor. Survey of plants, emphasizing evolution, homologous variation, and reproductive cycles of the major groups and development, structure, and function as represented by the seed plants.
- BIOL 2270 General Zoology 3-3-4
Prerequisite: BIOL 2010 with a grade of "C" or higher or consent of the instructor. Survey of the animal kingdom.
- BIOL 2651 Human Anatomy and Physiology I 3-2-4
Introduction to human anatomy and general physiological principles with emphasis on the following: cell and tissue organization, plus skeletal, muscular, nervous, and endocrine systems.
- BIOL 2652 Human Anatomy and Physiology II 3-2-4
Prerequisite: BIOL 2651. A continuation of human anatomy and general physiological principles with emphasis on the following: cardiovascular, lymphatic, respiratory, digestive, excretory, and reproductive systems, plus development.
- BIOL 2900 Microbiology in Health and Disease 3-3-4
Prerequisite: CHEM 1152K. An introductory microbiology course with emphasis upon the role played by microorganisms in health and disease. Open to students who plan to enter the health or allied health fields without a major in biology. Two 1.5 hour laboratory periods per week.
- BIOL 3000 Biostatistics 2-4-4
Prerequisite: MATH 1113, BIOL 2230 and BIOL 2270. An introduction to univariate and multivariate analysis of data. Laboratory work will allow students to collect data typical of the diverse disciplines in biology and subject those data to appropriate biometrical analyses, using a calculator or computer. Students will be required to keep a detailed lab notebook of

- the statistical methods studied and also complete a term project and a scientific report. Two 2-hour laboratory periods per week.
- BIOL 3100 Microbiology** 3-3-4
Prerequisites: BIOL 2010, BIOL 2230, BIOL 2270, CHEM 1212/1212L. Recommended: CHEM 3402. Survey of microbiology covering eubacteria, archaeobacteria, protozoa, fungi, algae, and viruses. Includes fundamental techniques, microbial physiology and genetics, biotechnology, medical applications, and applied microbiology. Two 1.5 hour laboratory periods per week.
- BIOL 3200 Genetics** 3-3-4
Prerequisite: MATH 1113, BIOL 2230, BIOL 2270. A survey of modern genetics including: Mendelian and molecular genetics, as well as selected topics in population and quantitative genetics and genetic engineering. Laboratory will emphasize genetic analysis using live *Drosophila* and computer simulated crosses, chi-square analysis of progeny data, and application of these principles to laboratory analysis of genetic variation at the DNA level.
- BIOL 3300 Ecology** 3-3-4
Prerequisite: BIOL 2230, BIOL 2270, CHEM 1212/1212L. with a grade of "C" or better. Corequisite: BIOL 3200 or consent of instructor. Basic ecological principles including behavior of individuals, populations, and communities in the context of their physical and biotic environments. Reviews population genetics and basic evolution; emphasizes scientific method, including the role of theory, hypothesis testing, statistical analysis and scientific writing. Observation and data collection mostly in the field within a variety of local ecosystems. One weekend field trip required.
- BIOL 3400 Plant Physiology** 3-3-4
Prerequisites: BIOL 2230, BIOL 2270, CHEM 1211/1211L. An introduction to basic principles of plant function including physical processes occurring in plants, water relations in whole plants and plant tissues, cell physiology and biochemistry, and growth and development.
- BIOL 3450 Vertebrate Physiology** 3-3-4
Prerequisites: BIOL 2230, BIOL 2270, CHEM 1212/1212L or permission of instructor. Study of general physiological processes of vertebrates; emphasis at organ and organ system levels.
- BIOL 3500 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 3550 Phycology** 3-4-4
Prerequisites: BIOL 2230 and 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 3600 Local Flora** 3-3-4
Prerequisites: BIOL 2230 and 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 3650 Taxonomy of Seed Plants** 3-3-4
Prerequisites: BIOL 2230 and 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 3800 Invertebrate Zoology** 3-3-4
Prerequisites: BIOL 2230 and BIOL 2270. A study of the morphology, phylogeny, and ecology of invertebrates.

- BIOL 3840 Entomology 3-3-4
Prerequisites: BIOL 2230 and BIOL 2270. Introduction to the study of insect biology including ecology, behavior, and taxonomy. Laboratory includes field observation, sampling and identification of local fauna.
- BIOL 3870 Parasitology 3-3-4
Prerequisites: BIOL 2230 and BIOL 2270. A study of the morphology, life cycles, and host-parasite relationships of representative protozoan and metazoan parasites. Human parasites are emphasized.
- BIOL 3900 Ichthyology 3-3-4
Prerequisites: BIOL 2230 and BIOL 2270. A study of the taxonomy, distribution, ecology, behavior and evolution of freshwater and marine fishes. One or two overnight field trips on weekends will be scheduled, with emphasis placed on the collection and preservation of specimens and the identification of habitats occupied by various species. Other field trips scheduled during normal laboratory periods.
- BIOL 3920 Herpetology 3-3-4
Prerequisites: BIOL 2230 and BIOL 2270. Introduction to the study of amphibians and reptiles, including anatomy, physiology, ecology, behavior, and classification coordinated with field study of local species.
- BIOL 3950 Ornithology 3-3-4
Prerequisites: BIOL 2230 and BIOL 2270. Lectures on morphology, evolution, ecology, behavior, and distribution of birds of the world. Lab emphasizes gross anatomy and identification of local species by sight and sound; mostly in the field. Five-day field trip to south Florida required; other Saturday trips offered.
- BIOL 3980 Mammalogy 3-3-4
Prerequisites: BIOL 2230 and BIOL 2270. Lectures emphasize morphology, evolution, ecology, zoogeography and classification of mammals of the world. Lab emphasizes gross anatomy and identification of mammal specimens, especially those found in North America. Four-day field trip to Blue Ridge Mountains (NC) required; Manatee dive (FL) offered.
- BIOL 4000 Topics in Biology I 3-0-3
Prerequisite: BIOL 2230, BIOL 2270 or equivalent. Selected topics in the biological sciences. May be repeated if the topic is different. This course does not include a laboratory
- BIOL 4010 Topics in Biology II 3-3-4
Prerequisites: BIOL 2230, BIOL 2270 or equivalent. Selected topics in the biological sciences. May be repeated if the topic is different. This course includes a laboratory.
- BIOL 4100 Morphology of Land Plants 3-3-4
Prerequisites: BIOL 2230 and BIOL 2270. Study of vegetative organization and reproductive cycles of bryophytes, pteridophytes and seed plants, which incorporates phylogenetic and ecological relationships.
- BIOL 4200 Plant Anatomy 3-3-4
Prerequisites: BIOL 2230 and 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 4300 Comparative Vertebrate Anatomy 3-3-4
Prerequisites: BIOL 2230 and BIOL 2270, or approval of instructor. Anatomical and phylogenetic survey of representative vertebrate animals.

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

- BIOL 4350 Vertebrate Embryology 3-3-4
Prerequisites: BIOL 2230 and BIOL 2270. A study of the fertilization process and embryology of selected vertebrates with the greatest emphasis placed on chick development.
- BIOL 4400 Vertebrate Histology 3-4-4
Prerequisites: BIOL 2230 and BIOL 2270, and 8 semester hours of senior college biology courses. Study of vertebrate histology with emphasis on the four primary tissues (epithelium, connective, muscle, and nerve). Laboratory work consists primarily of detailed microscopic study and drawings of tissues from prepared slides. Two 2-hour laboratory periods per week.
- BIOL 4500 Cell Biology 3-3-4
Prerequisites: BIOL 2230, BIOL 2270, 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 4510 Virology 3-0-3
Prerequisites: BIOL 3100 or consent of instructor. An introduction to viruses and other non-cellular infectious agents. Topics include the structure and composition of these agents, their replication, effects on their host, and host responses. Methods for studying these agents, their origins and evolution, and their uses in biotechnology will also be discussed.
- BIOL 4550 Immunology 3-3-4
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 4580 Molecular Genetics 3-3-4
Prerequisite: BIOL 3200. The study of the molecular nature of eukaryotic genomes, with emphasis on biotechnology. The lecture will focus on using modern molecular genetic techniques as a means to understanding complex eukaryotic genomes. Emphasis will be placed on reading current, relevant scientific literature. The laboratory will involve hands-on experience in which the student will learn the latest technology of molecular genetic analysis and manipulation.
- BIOL 4600 Evolution 3-0-3
Prerequisites: BIOL 2230, BIOL 2270, BIOL 3200. Study of the theoretical aspects and the patterns and processes of micro- and macro-evolutionary change.
- BIOL 4650 Animal Behavior 3-3-4
Prerequisites: BIOL 2230 and BIOL 2270. Introduction to the major concepts of causation, development, evolution, and ecology of animal behavior, emphasizing the behavior of social animals.
- BIOL 4700 Limnology 3-3-4
Prerequisites: BIOL 2230, BIOL 2270, BIOL 3300. A study of the physical, chemical, and biological aspects of fresh waters.
- BIOL 4750 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 4830 Laboratory Practicum I 1 hour credit
Prerequisite: 12 hours of upper division biology and a GPA of 3.0. Graded "Satisfactory" or "Unsatisfactory." Individualized instruction and practice in assisting with the operation of biology laboratory exercises in classes that have one laboratory period per week. The student is assigned to one class section for one semester and is expected to assist with all class laboratories. The practicum is directed by the instructor of the class to which the student is assigned. Credits may not be used as biology electives.
- BIOL 4840 Laboratory Practicum II 2 hours credit
Prerequisite: 12 hours of upper division biology and a GPA of 3.0. Graded "Satisfactory" or "Unsatisfactory." Individualized instruction and practice in assisting with the operation of biology laboratory exercises in classes that have two or more laboratory periods per week. The student is assigned to one class section for one semester and is expected to assist with all class laboratories. The practicum is directed by the instructor of the class to which the student is assigned. Credits may not be used as biology electives.
- BIOL 4850 Biology Internship 4 hours credit
Graded "Satisfactory" or "Unsatisfactory." Open to students who qualify for internship programs in the biological sciences. Credit hours granted are agreed on cooperatively by the Biology Department and the internship supervisor, dependent on the nature of the program and academic work experience. Approval forms must be completed before registration. Grade (Satisfactory/Unsatisfactory) is assigned after submission of written report detailing the work done along with conclusion and evaluation. Only hours of internship credit may be applied toward graduation requirements. Credits may not be used as biology electives.
- BIOL 4860 Pathologist's Assistant Internship 4 hours credit
Prerequisites: Completion of 60 hours of credit to include BIOL 2010, BIOL 2239, BIOL 2270; CHEM 1211/1211L; MATH 1112, MATH 1113 or MATH 1113H, MATH 2261 or MATH 2261H, or MATH 2620; and acceptance into the Pathologist's Assistant Program with Doctors Laboratory, Inc. Graded "Satisfactory" or "Unsatisfactory." Admission to this course and credit hours granted are agreed on cooperatively by the Biology Department and Internship Supervisor, dependent on the nature of the program and academic work experience. Approval forms must be completed before registration. Grade is assigned after submission of a written reporting detailing the work done, along with conclusion and evaluation. Internship credit maybe used only as general elective credit and may not be used as biology electives in the major. In order to qualify for certification, students must be enrolled in this course during each full semester of the junior and senior years. Course may be taken four times.
- BIOL 4900 Senior Seminar 0-3-1
Pre- or Corequisite: Completion of all required courses in the senior curriculum for the biology major. Graded "Satisfactory" or "Unsatisfactory." The capstone course in biology. This course assesses students' ability to research independently topics in biology, assimilate the information, and disseminate the information in an organized and understandable fashion in both written and oral forms. Besides demonstrating comprehension of their topic and competence in communication skills, students take the ETS Major Field test in biology and complete the departmental Senior Exit Questionnaire for successful course completion.
- BIOL 4950 Directed Study 0-12-4
Prerequisite: completion of at least 11 hours of upper-division biology courses with the consent of the instructor and the Department Head. Supervised investigation of a specific problem and preparation of a report in the format of a biological journal. A maximum of three hours of credit may be applied toward the upper-division biology electives requirements; additional credits may count as free electives.

BUSA: BUSINESSADMINISTRATION

- BUSA 2000 Introduction to Business Administration** 1-0-1
Course is available to declared business (BA) majors only. Graded "Satisfactory" or "Unsatisfactory." An introduction to business administration. Topics include the environment, culture, and operation of business organizations; careers available in business; individual differences and their effects on career development; business communication technologies including electronic mail and internet; and assessment of individual and organizational outcomes.
- BUSA 2100 Applied Business Statistics** 3-0-3
Prerequisite: MATH 1111 or equivalent. Applications of basic statistical concepts to business environments. Topics include data analysis, measures of central tendency and spread, probability applications, applications of selected distributions, regression, confidence intervals, and hypothesis testing. Business examples and applications are the foundation of instruction. Statistical software is used to analyze results.
- BUSA 2106 The Environment of Business** 3-0-3
Ethical, social, political, legal, and regulatory issues in the business environment. Topics focus on the conflicting rights and duties of individuals, organizations, and other factions in a domestic and global society that lead to the development of ethical awareness, social responsibility, and law.
- BUSA 3110 Business Law** 3-0-3
Prerequisite: BUSA 2106. An overview of the laws surrounding business transactions in the areas of contracts, sales, commercial paper, and secured transactions. Additional topics include agency, sole proprietorship, partnership, corporate law, consumer transactions, securities regulation, and property law.
- BUSA 3200 Practicum in Free Enterprise** 3 hours credit
Required for Students In Free Enterprise (SIFE) certification but open to all majors. Supervised practical application of the principles of entrepreneurship and free enterprise. This course is designed to enhance team building, leadership, and communication skills by creating, organizing, and executing projects in the local and regional communities. This course provides opportunities for networking with community and business leaders.
- BUSA 4900 Business Policy** 3-0-3
Prerequisites: BUSA 2106, MKTG 3050, MGNT 3250, FIN 3350, and Senior Standing (within 30 semester hours of graduation). Capstone course required of business administration majors. Uses strategic management concepts to integrate functions of business. Emphasis on analysis of business situations, diagnosis of business problems and opportunities, and application of functional and strategic concepts to increase organization effectiveness.

CHEM: CHEMISTRY

- CHEM 1010 Chemistry for World Citizens** 3-2-4
A chemistry course with a focus on real-world societal issues. Students will develop critical thinking skills and an appreciation for the theoretical and practical aspects of chemistry while learning the fundamentals of chemistry. Chemical knowledge will be developed on a need-to-know basis in decision making activities. The course is designed for non-science majors seeking a laboratory science course.
- CHEM 1151K Survey of Chemistry I** 3-2-4
A study of the fundamental principles of chemistry emphasizing modern atomic theory, the structure and behavior of atoms, the properties and states of matter, energy relations, periodicity and mole concepts. Laboratory experiments supplement the study of the listed topics.

- CHEM 1152K Survey of Chemistry II 3-2-4
Prerequisite: CHEM 1151K with a grade of "C" or better. A study of the properties, preparation, and reactions of organic compounds in light of modern theories of molecular structure. An overview of the chemistry of living systems including the structure of biological molecules, metabolism, and molecular genetics. Laboratory experiments supplement the study of the listed topics.
- CHEM 1211 Principles of Chemistry I 3-0-3
Prerequisite or Corequisite: MATH 1111 or MATH 1113. Corequisite: CHEM 1211L. An introduction to a quantitative study of the physical and chemical behavior of matter in its several phases and a consideration of modern theories of bonding forces at the molecular level. Atomic and molecular structure, chemical nomenclature, stoichiometry, thermochemistry, the gaseous state, and properties of solutions are discussed.
- CHEM 1211L Principles of Chemistry Laboratory I 0-3-1
Prerequisites or corequisites: MATH 1111 or MATH 1113, and CHEM 1211. Laboratory exercises to supplement material discussed in CHEM 1211.
- CHEM 1212 Principles of Chemistry II 3-0-3
Prerequisites: MATH 1111 or MATH 1113, and CHEM 1211 and CHEM 1211L, each with a grade of "C" or better. Corequisite: CHEM 1212L. A continuation of the quantitative study of the physical and chemical behavior of matter in its several phases and a consideration of modern theories of bonding forces at the molecular level. Reaction kinetics, chemical equilibrium, oxidation-reduction and acid-base chemistry, electrochemistry, chemical thermodynamics, nuclear chemistry, and the descriptive chemistry of selected elements and their compounds are discussed.
- CHEM 1212L Principles of Chemistry Laboratory II 0-3-1
Prerequisites: MATH 1111 or MATH 1113, and CHEM 1211 and CHEM 1211L, each with a grade of "C" or better. Corequisite: CHEM 1212. Laboratory exercises to supplement material discussed in CHEM 1212.
- CHEM 2210 Sophomore Seminar 1-0-1
Discussion of and reports on current topics in chemistry and on topics related to the chemist as a professional. Demonstrated comprehension of topic, knowledge of pertinent literature and competence in communication skills, both oral and written, will be considered in assigning a course grade. Required of majors. One meeting per week.
- CHEM 2310 Quantitative Analysis 3-3-4
Prerequisite: CHEM 1212/1212L with a grade of "C" or better. A study of techniques of quantitative analysis, involving volumetric, gravimetric, and instrumental methods. Theory underlying the experimental techniques, methods of recording and statistically evaluating data and calculations utilizing the data are considered. The methods discussed are applied in the laboratory to determine certain constituents in several samples.
- CHEM 2320 Introduction to Environmental Monitoring 1-6-3
Prerequisite: CHEM 1211/1211L. An introduction to spectroscopic, chromatographic, thermal, gravimetric, and electrochemical determinations in various chemical systems of environmental significance. Environmental cycles and environmental degradation will be discussed in the lecture and the methods used to monitor chemical and physical characteristics will be implemented in laboratory sessions.
- CHEM 3401 Organic Chemistry I 3-4-4
Prerequisite: CHEM 1212/1212L with a grade of "C" or better. A study of the structure, properties, preparation and reactions of organic compounds in light of modern theories of molecular structure and reaction mechanisms.
- CHEM 3402 Organic Chemistry II 3-4-4
Prerequisite: CHEM 3401 with a grade of "C" or better. Continuation of CHEM 3401 with emphasis on spectroscopy, organic synthesis, and reaction mechanisms.

- CHEM 3510 Inorganic Chemistry 3-3-4
Prerequisites: CHEM 1211, CHEM 1211L, CHEM 1212, CHEM 1212L, each with a grade of "C" or better. Descriptive chemistry of the inorganic elements through discussions of periodic trends, reactivity patterns, and structure. Bonding models, thermodynamics, and acid-base chemistry as they apply to the descriptive chemistry of the elements will be covered.
- CHEM 3601 Biochemistry I 3-0-3
Prerequisites: CHEM 3401 and CHEM 3402 with a grade of "C" or better and an introductory biology course. Principles of the structure and function of biological molecules including carbohydrates, lipids, proteins, membranes, enzymes and nucleic acids. An overview of the major metabolic and biosynthetic pathways is also presented.
- CHEM 3601L Laboratory Techniques in Biochemistry 1-3-2
Corequisite or prerequisite: CHEM 3601. Experiments to illustrate the principles and research techniques in biochemistry and molecular biology.
- CHEM 3602 Biochemistry II 3-0-3
Prerequisite: CHEM 3601 with a grade of "C" or better. A continuation of CHEM 3601. Comprehensive discussion of regulatory, metabolic and biosynthetic pathways, advanced enzyme kinetics, regulation of gene expression and recombinant DNA technology.
- CHEM 3801 Physical Chemistry I 3-3-4
Prerequisites: CHEM 3402, MATH 2262, and PHYS 2212K with a grade of "C" or better. A theoretical and mathematical treatment of the fundamental theories and laws of chemistry with an emphasis on thermodynamics. Experimental investigations will supplement the study of phase diagrams, solution calorimetry, bomb calorimetry, thermodynamic modeling and additional solid, liquid, and gas phase energy transfer studies.
- CHEM 3802 Physical Chemistry II 3-3-4
Prerequisite: CHEM 3801. A theoretical and mathematical treatment of the fundamental theories and laws of chemistry with an emphasis on quantum mechanics, kinetics, and statistical mechanics. Experimental investigations will supplement the study of quantum mechanics, kinetics, and statistical mechanics as applied to systems of interest to chemists.
- CHEM 4310 Instrumental Analysis 2-6-4
Prerequisites: CHEM 2310, CHEM 3802. A study of the advantages and the limitations of the use of instruments for the solution of problems in chemical analysis. The physical and chemical processes, instrumentation, and data analysis techniques as applied to mass spectrometry, optical spectroscopy, nuclear magnetic resonance spectroscopy, separations science, electrochemistry, radiochemical analysis, surface analysis, and thermal analysis will be discussed in lecture and utilized in laboratory.
- CHEM 4420 Physical Organic Chemistry 3-0-3
Prerequisites: CHEM 3402 and CHEM 3802. A study of the methods used to elucidate organic reaction mechanisms. Topics covered include: reaction kinetics, isotope effects; linear free energy relationships; general acid and base catalysis and the acidity functions; reactive intermediates including free radicals, carbenes, carbanions, and carbocations; symmetry controlled reactions; photochemistry.
- CHEM 4510 Advanced Inorganic Chemistry 3-3-4
Prerequisites: CHEM 3801, CHEM 3802 with a grade of "C" or better. An advanced course concentrating on specific aspects of inorganic chemistry including discussions of atomic and molecular structure, chemical bonding, isomerism, coordination compounds and descriptive chemistry of selected elements. Three lectures and one three-hour laboratory per week.

- CHEM 4810 Computational Chemistry 1-3-2
Prerequisite: CHEM 3802 with a grade of "C" or better. Computational and modeling software will be introduced through projects involving systems in physical chemistry and spectroscopy as well as organic chemistry, inorganic chemistry, and biochemistry. Computational predictions will be correlated with laboratory experimental results, either from literature sources or from laboratory work done by the student.
- CHEM 4910 Laboratory Problems 0-4-1 to 0-12-3
Prerequisite: Consent of the instructor and approval of the Department Head. Experimental work in analytical, inorganic, organic, physical or biochemistry. The student should have completed at least one semester of a background course in the appropriate area in order for the research to be of an advanced nature at the undergraduate level. Although it is not possible to predict the exact time required for a research project, a student should expect to spend at least four hours per week for each credit hour awarded in this course. A report, in a format suitable for presentation to a chemical journal, shall be presented before credit is awarded.
- CHEM 4920 Special Topics 1-0-1 to 3-0-3
Prerequisite: Consent of the instructor and approval of the Department Head. Topics and credit to be assigned. May be taken more than once if topics are different.

CISM: COMPUTER INFORMATION SYSTEMS MANAGEMENT

- CISM 2201 Fundamentals of Computer Applications 2-0-2
The fundamentals of how microcomputers and local area networks are used in business. Topics include both hardware and software, with an emphasis on application software. Packages include word-processing, presentation software, internet, spreadsheets, and electronic mail.
- CISM 3450 Management Information Systems 3-0-3
Prerequisites: CISM 2201 and MGNT 3250. Information processing, meaning and role of information systems, information systems procedures, business functions of computers, introduction to systems analysis and design, files and databases, office automation, data communication, behavioral and organizational implications, selection of hardware and software.

CIT: COMPUTER INFORMATION TECHNOLOGY

- CIT 3010 Web Programming I 3-0-3
Prerequisite: CS 1302 or equivalent. CS and CIS majors may receive credit for this course only as a general elective. An overview of programming techniques that provide client-side functionality in Web-based applications. Students will develop web based applications using client-side scripting techniques such as Java Script, VB Script, forms-based XHTML, and Dynamic HTML, as well as related technologies such as cascading style sheets.
- CIT 3020 Web Programming II 3-0-3
Prerequisite: CIT 3010. CS and CIS majors may receive credit for this course only as a general elective. Server-side programming techniques for creating interactive, dynamic Web-based applications. Students will develop web-based applications using a server-side language such as ASP, JSP, PHP, and Perl. The focus of the course will be on developing database applications.
- CIT 3030 Applied Database Programming 3-0-3
Prerequisite: CS 1301 or equivalent. An introduction to the relational database model and the design and implementation of an relational database. Topics include the entity-relationship model, normal forms, data definition and data manipulation languages, queries, structured query language (SQL), and reports.

- CIT 3320 Applied Visual Basic Programming 3-0-3
Prerequisite: CS 1302 or equivalent. Development of complete, stand-alone applications using Visual Basics. The topics considered include basics of event-driven programming, error handling, data-bound controls, ADO, SQL, file processing, classes, DLL and EXE servers, creating Active X controls, automation, packaging, and deployment.
- CIT 4120 Applied Operating Systems Concepts 3-0-3
Prerequisite: CIT 3030 with a grade of "C" or better. A thorough study of an exant operating system which includes the hardware interface; system structure; implementation details with particular attention to the specific details of multitasking, file system management, memory management, security, and client/server relationships; system installation and administration are also included.
- CIT 4125 Applied Computer Networks 3-0-3
Prerequisite: CIT 4120 with a grade of "C" or better. An in-depth study of computer networks including fundamental concepts, design, hardware components, data transmission within the framework of the OSI reference model, transmission protocols, network architectures, administration and support, problem detection and resolution, and principles of Local Area and Wide Area Networks. The subject matter is presented as a case study of a network operating system.

COMD: COMMUNICATION DISORDERS

- COMD 2999 Entry to the Education Profession 0 hours credit
Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be success-fully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.
- COMD 3010 Introduction to Communication Disorders 3-0-3
Prerequisites: COMD 2999 and admission to teacher education and Communication Disorders Program. An introduction to communication disorders. Terminology, etiology and management procedures required in the practice of Speech-Language Pathology are emphasized. Public school observation/participation is required.
- COMD 3020 Audiology I 3-0-3
An introduction to basic auditory tests, anatomy and physiology of the hearing mechanism, and disorders of hearing. Emphasis is placed on audiometric measurement and interpretation.
- COMD 3030 Anatomy & Physiology of the Hearing Mechanism 2-0-2
The study of the anatomy and physiology of the hearing mechanism.
- COMD 3040 Applied Phonetics 2-2-3
Prerequisites: COMD 2999. Principles of phonetics and their application to typical speech production . Emphasis is placed on skill development in the use of the International Phonetic Alphabet (IPA) and diacritic markers.
- COMD 3050 Phonetics Lab 0-2-1
Co-requisite: COMD 3040. A supervised laboratory application of IPS transcription skills.
- COMD 3060 Anatomy & Physiology of the Speech Mechanism 2-2-3
Prerequisite: COMD 2999 and 3010. The study of anatomy and physiology of the head, neck and trunk relevant to speech production.

- COMD 3070 Normal Language Acquisition 3-0-3
Prerequisites: COMD 2999 or SPEC 2999. An initial study of language acquisition focusing on the sequence and process of typical development in children. Topics include theories of language development, acquisition sequence of the major components of language, variables affecting language acquisition, and clinical application. Open to non-majors.
- COMD 3080 Introduction to Neurology in Communication Disorders 2-2-3
Prerequisites: COMD 3010. An introduction to the anatomy and physiology of the nervous system as it relates to speech and language functions.
- COMD 3090 Professional Practices in Communication Disorders 2-0-2
Prerequisites: COMD 3010, COMD 3040, COMD 3050. An introduction to the process, practices, roles, responsibilities and working site opportunities for the speech-language pathologist.
- COMD 4020 Speech Science 2-2-3
Prerequisites: COMD 3060, COMD 3080. An introduction to the normal processes of communication; the intensification and prolongation of sound, the psychoacoustics of speech sound production and perception, and theories of normal speech production and perception.
- COMD 4030 Speech Science Laboratory 0-2-1
Co-requisite: COMD 4020. A laboratory application of the research and scientific tools commonly used in speech science.
- COMD 4040 Introduction to Articulation Disorders 3-0-3
Prerequisites: COMD 3040, COMD 3050, COMD 3070. Co-requisite: COMD 4050, SPEC 4020. An introduction to the normal process of speech acquisition and development; theories of speech acquisition and types of disorders of articulation and phonology. Emphasis is placed on the diagnosis and treatment of children with articulation and phonological disorders.
- COMD 4050 Observation 0-4-2
Prerequisites: COMD 3040, COMD 3070. Corequisite: SPEC 4020. Supervised video-based observation of speech and language diagnosis and therapy with children and adults with speech/language disorders. Students obtain a minimum of 25 hours of direct observation for ASHA requirements.
- COMD 4060 Introduction to Oro-Facial/Laryngeal Disorders 3-0-3
Prerequisites: COMD 4020. An overview of two common areas of organic disorders of oral communication. Introduction to the communication parameters of oro-facial disorders with special emphasis on cleft lip and palate and communication aspects of voice disorders.
- COMD 4070 Introduction to Fluency Disorders 3-0-3
Prerequisite: COMD 4040. Provides basic information on the characteristics and nature of stuttering and causal theories.
- COMD 4080 Introduction to and Analysis of Language Disorders 3-0-3
Prerequisites: COMD 3070, COMD 4040. An initial study of the identification of varying types of language disorders. Emphasis is placed on language sampling procedures and analysis.
- COMD 4090 Speech & Language for the Hearing Impaired 3-0-3
Prerequisites: COMD 3020, COMD 3030, COMD 3070. Application of speech and language therapy principles to the management of hearing impaired children (infants through school age).
- COMD 4100 Seminar in Central Auditory Disorders 1-0-1
Prerequisites: COMD 3020, COMD 3030, COMD 3080. Special attention will be given to the contribution of the auditory component in disorders of attention and academic learning. The focus is on learning factors of school age children.

- COMD 4110 Diagnostics in Communication Disorders 3-2-4
An in-depth study of the evaluation and assessment processes for communication disorders. Content encompasses planning, informal and standardized assessment and interpretation, for the development of appropriate goals and outcomes.
- COMD 4120 Consultation in Communication Disorders 3-0-3
A course designed to introduce concepts and develop skills in interviewing, consultation, and conferencing with clients who have communication disorders, their families, and other related professionals.
- COMD 4130 Organic Speech Disorders 3-0-3
A study of the development, genetics, and syndromes associated with organic speech disorders such as oro-facial anomalies, cerebral palsy, and other physically or medically involved populations.
- COMD 4140 Cultural and Dialectical Issues 3-0-3
A study of the interrelation of sociological variables and linguistic performance, with special emphasis on communication differences and disorders among culturally and linguistically diverse populations.
- COMD 4150 Directed study 0-0-1 to 0-0-3
Prerequisites: At least Junior standing; permission of advisor, instructor, and department head. A maximum of 3 hours per semester, not exceeding a total of 9 semester hours within the program. Study in area or subject not normally found in established courses offered by the department; may also allow students to explore in more detail and/or depth an area or subject covered by the department in communication disorders.
- COMD 4151 Audiology II 3-0-3
An introduction to advanced audiometric diagnostic procedures and interpretation, including electrophysical, oto-acoustic, brainstem evoked potential audiometry and central auditory processing disorders. Speech-language development and management procedures related to childhood hearing impairment are included.
- COMD 4320 Visual Perceptions of Oral Communications 3-0-3
An overview of manual communication systems that support speech reading. Emphas is placed on Signed English, contact Signing, Sim-Com, Total Communication, and Cued Speech.

COMM: COMMUNICATIONARTS

- COMM 1100 Human Communication 3-0-3
A broad approach to oral communication skills including intrapersonal, interpersonal, small group, and public speaking.
- COMM 1110 Public Speaking 3-0-3
The organization of materials and the vocal and physical aspects of delivery in various speaking situations.
- COMM 2100 Introduction to Communication Theory 3-0-3
General survey of communication theories to familiarize students with basic constructs in interpersonal, intercultural, organizational, and public communication; to demonstrate the value of theory; and to orient students to the speech communication major.
- COMM 2300 Interpersonal Communication 3-0-3
Prerequisite: COMM 1100 or COMM 1110. The study of communication skills in interpersonal relationships.
- COMM 2400 Professional Communication 3-0-3
Prerequisite: Speech Communication Major or Minor. Knowledge and skills in intrapersonal, interpersonal, and group communication as applied to career positions in business and professional settings.

COMM 2500	Fundamentals of Intercultural Communication	3-0-3
	A study of how culture shapes language and the impact of language differences on communication between persons with different cultural backgrounds.	
COMM 3000	Contemporary Communication Theory	3-0-3
	Prerequisite: COMM 2100. Communication theory, with an emphasis on social bases and social variables.	
COMM 3010	Oral Interpretation	1-2-2
	An introduction to the fundamentals of performance-based activities in oral interpretation emphasizing group, choral, and solo readings. Open as an elective to all undergraduate majors.	
COMM 3071	Argumentation and Debate	3-0-3
	Prerequisite: COMM 1110. Theory and application of argumentation.	
COMM 3072	Debate and Individual Events (Forensics) Lab	0-4-2
	Research and practice in debate and individual events. Individual events include dramatic interpretation, dramatic duo interpretation, after-dinner speaking, prose, poetry, communication analysis, program oral interpretation, impromptu, extemporaneous, persuasion, and informative. Debate events include parliamentary style and Lincoln-Douglas style.	
COMM 3090	Public Speaking Lab	0-2-1
	Research and practice in individual presentations.	
COMM 3100	Small Group Communication	3-0-3
	Prerequisite: COMM 11100 or COMM 1110. The theory and practice of small group communication.	
COMM 3200	Contemporary Public Relations	3-0-3
	Prerequisite: COMM 2100, presentational software competency, and either COMM 1100 or COMM 1110. The first course in public relations, dealing with concepts of communicating with various publics.	
COMM 3210	Electronic Public Relations Applications	2-2-3
	Prerequisite: Either ACED 2400 or CS 1000. Electronic applications in public relations, including on-line media design.	
COMM 3220	Public Relations Writing	3-0-3
	Prerequisite: COMM 3200. The study of writing techniques and formats for public relations applications, including radio and television public service announcements, video news releases, speech writing, media kit preparation, and print media news releases.	
COMM 3230	Public Relations Practicum	1 hour credit
	Prerequisites: COMM 3200 and COMM 3210. Skill building in Public Relations techniques. May be repeated.	
COMM 3240	Public Relations Document Layout and Design	2-2-3
	Prerequisite: Either ACED 2400 or CS 1000 and COMM 3200. Process or preparing and creating documents for publications in public relations.	
COMM 3310	Listening	2-0-2
	Prerequisites: COMM 2300. Study of and skill development in different types of listening.	
COMM 3320	Nonverbal Communication	3-0-3
	Prerequisites: COMM 2300. Study of types and functions of nonverbal communication.	
COMM 3330	Interviewing	2-0-2
	Prerequisites: COMM 2300. Study of and skill development in interviewing.	
COMM 3400	Organizational Communication	3-0-3
	Prerequisites: COMM 1110 and COMM 2100. Communication structures and processes in organizations.	
COMM 3410	Conflict Management and Leadership	3-0-3
	Prerequisite: COMM 2300. Strategies of managing conflicts in organizations and the role of leadership style in negotiations.	

- COMM 3500 Fundamentals of Cross-cultural Communication 3-0-3
Causes of cross-cultural communication conflicts and strategies for improvement.
- COMM 3600 Directed Study in Communication Arts 1 to 3 hours credit
Individual instruction for enrichment of advanced majors in their areas of specialization.
- COMM 3670 Internship for Juniors 3 hoursd credit
Prerequisite: Junior standing, recommendation of advisor, and major in appropriate specialization. Graded "Satisfactory" or "Unsatisfactory." The placement of students in apprentice and intern positions in professional environments to enlarge the students' professionalism.
- COMM 3800 Communication Research Methods 3-0-3
Prerequisite: COMM 2100. The study of research methods used to investigate communication.
- COMM 4060 Persuasion 3-0-3
Prerequisites: COMM 3000. Theories of persuasion.
- COMM 4120 Classical Theories of Communication 3-0-3
Prerequisite: COMM 3000. The study of selected bodies of theories of public communication, including political communication, classical theory, contemporary rhetorical theory, and mass communication theory. May be repeated for credit.
- COMM 4130 The Psychology and Semiotics of Communication 3-0-3
Prerequisite: COMM 3000. Origin and purpose of speech, basic psychological principles and language, and the use of propaganda.
- COMM 4170 Theories of Public Communication 3-0-3
Prerequisite: COMM 3000. Study of rhetorical theory with an emphasis on significant speakers and speeches in the United States. Includes the social origins of the speeches, the nature of the issues discussed, and the consequences of the speaker's activities.
- COMM 4200 Public Relations Techniques 3-0-3
Prerequisites: COMM 3220, COMM 3800, and Senior Standing. The theory and practice of public relations.
- COMM 4220 Integrated Communication 3-0-3
Prerequisite: COMM2100. Integrating the communication planning process, creative strategies, and media planning in advertising, public relations, and other promotional activities of organizations.
- COMM 4230 Public Relations Plans and Campaigns 3-0-3
Prerequisites: COMM 4200 and COMM 3800. The development of public relations plans for organizations and campaigns for special programs within those organizations.
- COMM 4240 Advanced Public Relations Practices 3-0-3
Prerequisites: COMM 3200 and Senior standing. Legal and ethical aspects of professional public relations practice.
- COMM 4340 Advanced Interpersonal Communication 3-0-3
Prerequisites: COMM 2300 and COMM 3800. The science and art of communication in close relationships.
- COMM 4400 Organizational Presentation 3-0-3
Prerequisites: COMM 1110 and presentational software competency. The study of advanced preparation and presentation techniques in organizations. This course will focus on the practice and understanding of professional presentations using advanced visual aids, the delivery of research reports, and the formulation of extended speeches.
- COMM 4420 Advanced Organizational Communication 3-0-3
Prerequisites: COMM 3400 and COMM 3800. Communication processes and characteristics in formal organizations. Alternative theoretical perspectives and research methods to analyze communication in organizational settings.

- COMM 4500 Advanced Intercultural Communication 3-0-3
Prerequisite: COMM 3500. Advanced study of intercultural communication theories, research methods, and communication issues in cross-cultural interactions.
- COMM 4600 Special Topics in Speech Communication 1 to 3 hours credit
The study of specific genres of public communication, e.g. black rhetoric, social protest, political campaign communication, pulpit speaking, public relations communication, etc. May be repeated for credit if different topics are discussed.
- COMM 4610 Portfolio and Résumé Presentation 1-0-1
Prerequisites: Senior Standing and major in speech communication. Assembly and presentation of a portfolio and résumé acceptable for professional use in the student's area of emphasis.
- COMM 4650 Seminar in Communication Diversity 3-0-3
Prerequisite: COMM 3500. An intensive study in a current topic relevant to intercultural communication. Topics vary. May be repeated for credit.
- COMM 4670 Internship 3 to 9 hours credit
Prerequisite: Senior standing and major in appropriate specialization. Graded "Satisfactory" or "Unsatisfactory." The placement of students in apprentice and intern positions in professional environments to enlarge the student's professionalism.
- COMM 4700 Film as Public Discourse 3-0-3
History of film and its place in the public sphere, its role in public persuasion, and the study of film theorists.

COOP: COOPERATIVE EDUCATION

- COOP 1100 Introduction to Professional Co-op Practices 1-0-1
Setting personal and career goals; development of effective résumés, cover letters, interviewing skills, and job-search skills and strategies. Instruction will include legal and ethical considerations for Co-op employment.
- COOP 1101 Introduction to Parallel Cooperative Education 1-0-1
Prerequisite: Placement in an approved cooperative education position. Incorporation of skills learned in the co-op experience in students' personal career plans. Course activities include development of a Career Vision Statement, setting measurable performance objectives, and introduction to the Co-op Career Portfolio and networking skills.
- COOP 1102 Evaluation of the Parallel Cooperative Education Work Experience 1-0-1
Prerequisite COOP 1101. Assessment of students' current co-op employment and development of a plan to assure a progression of work responsibilities consistent with their career plans. Objectives include creation of a Co-op Career Portfolio, update of the Career Vision Statement, and completion of a plan for 3rd and 4th co-op semesters.
- COOP 1103 Integration of the Parallel Cooperative Education Work Experience 1-0-1
Prerequisite: COOP 1102. Development of a professional network, update of the Co-op Career Portfolio and the Career Vision Statement, and development of a prospectus for the COOP 4990 project.

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.

- COOP 2300 Alternating Cooperative Education Work Experience 0-0-0
Prerequisite: Placement in an approved alternating semester cooperative education position. Graded "Satisfactory" or "Unsatisfactory."
Incorporation of the co-op experience as an integral part of students' personal and academic career plans. Course activities include development of a Career Vision Statement, introduction to the Co-op Career Portfolio, and networking skills.
- COOP 2310 Parallel Cooperative Education Work Experience 0-0-0
Prerequisite: Placement in an approved parallel cooperative education position. Graded "Satisfactory" or "Unsatisfactory." Incorporation of skills learned in the co-op experience in students' personal career plans. Course activities include development of a Career Vision Statement, setting measurable performance objectives, and introduction to the Co-op Career Portfolio and networking skills.
- COOP 2400 Full-time Cooperative Education Internship 0-0-0
Prerequisite: Placement in an approved full-time cooperative education internship. Graded "Satisfactory" or "Unsatisfactory." Incorporation of skills learned in the full-time cooperative internship experience with students' personal and academic career plans. Course activities include development of a Career Vision Statement and introduction to the Career Portfolio and networking.
- COOP 2410 Part-time Cooperative Education Internship 0-0-0
Prerequisite: Placement in an approved part-time cooperative education internship. Graded "Satisfactory" or "Unsatisfactory." Incorporation of skills learned in the part-time cooperative internship experience with students' personal and academic career plans. Course activities include development of a Career Vision Statement and introduction to the Career Portfolio and networking.
- COOP 2500 Evaluation and Integration of Alternating Cooperative Education 3-0-3
Prerequisite: COOP 2300 and placement in an approved alternating cooperative education position. Incorporation of skills learned in the co-op experience into students' personal career plans. Course activities include development of a Career Vision Statement, introduction to the Co-op Career Portfolio, and networking skills,
- COOP 4990 Applied Research Project in Co-op Work Experience 3-0-3
Prerequisites: COOP 1103 or COOP 2500. A major research project directly related to the student's co-op employment position and major. Students must submit a project prospectus for approval in advance of enrolling in this course. Students must present their completed project in written form to their Co-op Faculty Coordinator and orally to students or faculty in their major area.

CRJU: CRIMINAL JUSTICE

- CRJU 1100 Introduction to Criminal Justice 3-0-3
An introduction to the structure, functions, and operations of criminal justice agencies, including the police, the courts, and corrections.
- CRJU 2100 Survey of Law Enforcement 3-0-3
Prerequisite: CRJU 1100 or permission of the instructor. An overview of law enforcement in a free society and the relationship of police to the criminal justice system as a whole. History, organization, administration, operations, and selected issues such as community policing are examined.
- CRJU 2200 Corrections 3-0-3
Prerequisite: CRJU 1100 or permission of the instructor. A study of the history, structure, and functions of corrections, and the legal and philosophical basis for the punishment of criminal offenders. Study will include the role of corrections as one of the three major components of the criminal justice system.

- CRJU 2300 Judicial Process 3-0-3
Prerequisite: CRJU 1100 or permission of the instructor. A study of the jurisdiction, policies, and procedures of courts in the administration of criminal justice.
- CRJU 3300 Criminal Law 3-0-3
Prerequisite: CRJU 1100. A study of the source and development of criminal law, its application, interpretation, and enforcement, and an analysis of Supreme Court decisions to emphasize problems in due process.
- CRJU 3310 Criminal Procedure 3-0-3
Prerequisite: CRJU 1100. A study of the nature and function of the law with relation to the criminal process and policies and procedures in the administration of criminal justice. Special attention will be given to United States Supreme Court decisions that govern criminal procedures.
- CRJU 3401 Criminal Justice Data Analysis 3-0-3
Prerequisite: CRJU 1100 or permission of the instructor. An introduction to criminal justice data analysis including the logic of science, operationalization, sampling, coding, data entry, data file management, and microcomputer processing of research information. Will be taught in an electronic classroom, as facility availability permits.
- CRJU 3402 Criminal Justice Research Methods 3-0-3
Prerequisite: CRJU 1100 or CRJU 3401 or permission of instructor. An introduction to criminal justice research methodologies with an emphasis on firsthand data collection. Project work introduces students to issues in research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings. Students will use computer applications in the development of their projects.
- CRJU 3600 Criminology 3-0-3
Prerequisite: CRJU 1100. A study of the nature and scope of crime and delinquency in society with an emphasis on criminological theories. Study will include the application of theory as a foundation for conducting research.
- CRJU 3700 Ethics in Criminal Justice 3-0-3
Prerequisite: CRJU 1100. Standards of conduct in law enforcement, the court system, and corrections. An examination of traditional and non-traditional criminal justice practices such as fidelity to office, discretion, covert operations, deadly force, affirmative action, political involvement, sentencing, incarceration, and the death penalty.
- CRJU 4010 Comparative Justice Systems 3-0-3
Prerequisite: Area F Criminal Justice courses or permission of the instructor. A study and comparison of the world's major justice systems.
- CRJU 4100 Seminar in Law Enforcement 3-0-3
Prerequisite: CRJU 1100 and CRJU 2100 or permission of the instructor. An in-depth study of policies and procedures which govern law enforcement and major contemporary problems in law enforcement.
- CRJU 4110 Forensic Criminology 3-0-3
Prerequisite: Area F Criminal Justice Courses or permission of the instructor. The scientific investigation of crime with emphasis on the collection, analysis, comparison, and identification of physical evidence.
- CRJU 4200 Seminar in Corrections 3-0-3
Prerequisite: CRJU 1100 and CRJU 2200 or permission of the instructor. An in-depth study of laws, policies, and procedures which govern corrections and major contemporary problems and issues in corrections.
- CRJU 4500 Classification of Criminal Behavior 3-0-3
Prerequisite: CRJU 1100 or permission of the instructor. A study of the methods of identification and classification of specific criminal behavior types with and emphasis on violent offenders, sexual deviants, the anti-social personality, and the criminally insane.

- CRJU 4510 Correctional Therapies 3-0-3
Prerequisite: CRJU 4500 or permission of the instructor. A study of major rehabilitation therapies used by correctional treatment practitioners who work with offenders and their families to help offenders establish socially acceptable and productive lifestyles.
- CRJU 4610 White-Collar Crime 3-0-3
Prerequisite: CRJU 1100 or permission of the instructor. A forum for students to explore the nature and extent of white-collar crime in the U.S. and abroad. Students will critically review several explanatory models of the elite criminality, construct a typology of offenses, evaluate current criminal justice responses, and explore policy options for criminal justice administration.
- CRJU 4620 Criminal Victimization 3-0-3
Prerequisite: CRJU 1100 or permission of the instructor. An introduction to the study of victims of crime. The course will examine different areas related to the study of crime victims, including different types of crime victims, the role of the crime victim within the criminal justice system, reporting and data collection methods used to assess crime victims, and how crime victims are identified, confronted, and treated, both historically and in today's criminal justice system.
- CRJU 4630 Crime Prevention Through Environmental Design 3-0-3
Prerequisite: CRJU 1100 or permission of the instructor. Basic concepts of crime prevention theories and techniques, with a special focus on the Crime Prevention Through Environmental Design (CPTED) Model. Students will study past and current techniques and programs to determine their effectiveness and how these can be used to establish crime prevention in today's society.
- CRJU 4640 Organized Crime 3-0-3
Prerequisite: CRJU 1100 or permission of the instructor. An examination of the history, nature, scope, and typologies of organized crime. Students will apply several theories in order to better understand the development of organized crime. In addition, students will critically evaluate the criminal justice system response to the problem of organized crime.
- CRJU 4650 Sex Crimes 3-0-3
Prerequisite: CRJU 1100 or permission of the instructor. A study of sex offenses, including nuisance and dangerous sex crimes, theoretical explanations for sex crimes, identification of and treatment for sex offenders, and the role of the criminal justice system in identifying, punishing, and preventing sex crimes.
- CRJU 4700 Special Topics in Criminal Justice 3-0-3 to 6-0-6
Prerequisite: Area F Criminal Justice Courses or permission of instructor. An intensive study of a topic relevant to criminal justice.
- CRJU 4720 Juvenile Justice 3-0-3
Prerequisite: CRJU 1100 or permission of the instructor. An analysis of the juvenile justice system and related processes. Major emphasis will be placed upon the socio-historical development of the Juvenile Justice System, the impact of Supreme Court decision, and the current controversial issues surrounding the Juvenile Justice System.
- CRJU 4800 Seminar in Criminal Justice 3-0-3
Prerequisites: CRJU 3300, CRJU 3310, CRJU 3401, CRJU 3402, CRJU 3600, and CRJU 3700. An application and integration of core and related criminal justice courses to contemporary criminal justice issues.
- CRJU 4900 Directed Study in Criminal Justice 3-0-3 to 6-0-6
Prerequisite: major in Criminal Justice; permission of the student's advisor, the instructor, and the Criminal Justice coordinator or department head. Graded "Satisfactory" or "Unsatisfactory." A study in an area not covered in other criminal justice courses; allows the student to explore in more detail a topic which is normally covered in criminal justice courses. May be taken for a maximum of 6 credit hours.

- CRJU 4910 Internship in Criminal Justice 3 or 6 hours credit
 Prerequisite: major in Criminal Justice; permission of the student's advisor, internship coordinator, , and the coordinator Criminal Justice application: application forms must be submitted prior to midterm of the semester before internship. Graded "Satisfactory" or "Unsatisfactory." Supervised, practical experience in an appropriate criminal justice agency; an opportunity for students to demonstrate maturity and judgements to discover the integration between theory and practice.

CRWR: CREATIVE WRITING

- CRWR 3400 Introduction to Creative Writing 3-0-3
 Also offered as ENGL 3400. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140. An introduction to the stylistic conventions and techniques of poetry and prose. The course also emphasizes techniques of literary invention and offers a brief exposure to the analysis and critique of peer texts.
- CRWR 3420 Introduction to Creative Non-Fiction 3-0-3
 Also offered as ENGL 3420. Prerequisite: ENGL 3400 or CRWR 3400. An introduction to non-fiction writing which employs a variety of literary techniques common in literary journalism and fiction writing. Students will read model texts and further develop workshop and revision techniques in order to produce a carefully revised piece of their own non-fiction.
- CRWR 3440 Poetry Writing 3-0-3
 Also offered as ENGL 3440. Prerequisite: ENGL 3400 or CRWR 3400. A study of poetic technique beyond the fundamentals introduced in ENGL/CRWR 3400. The course emphasizes prosody and poetic forms, both prescribed and organic. Students receive further training in workshop techniques via the analysis of poems produced by class members.
- CRWR 3460 Fiction Writing 3-0-3
 Also offered as ENGL 3460. Prerequisite: ENGL 3400 or CRWR 3400. A craft-oriented course devoted to the genre of the modern short story. Students will study classic stories by writers such as Chekhov, Maupassant, O'Connor, and more recent award-winning writers as well as undertaking exercises in technique and producing at least two stories of their own.
- CRWR 4410 Studies in Prosody and Poetic Form 3-0-3
 Also offered as ENGL 4410. Prerequisite or corequisite: ENGL 3060. A study of the historical and formal developments of poetry. The course will emphasize twentieth-century American poetry, covering principal schools and understanding their relationships.
- CRWR 4420 Studies in Narratology 3-0-3
 Also offered as ENGL 4420. Prerequisite or corequisite: ENGL 3060. A study of the international history of narrative forms, storytelling methods, and varieties of representation. Students will study the various conventions and strategies which inform fables, fairy tales, parables, folktales, and the longer works which evolved from them.
- CRWR 4440 Advanced Poetry Writing 3-0-3
 Prerequisite: CRWR 3440. A workshop-intensive course emphasizing technical analysis of poems produced by members of the class. The course also emphasizes the application of various aesthetic theories, and students will articulate their own poetics.
- CRWR 4460 Advanced Fiction Writing 3-0-3
 Prerequisite: CRWR 3460. A workshop-intensive course in fiction writing. Students will produce their own work and study narrative alternatives and storytelling strategies. Students will also read book-length story collections and/or novels and write stylistic analyses of a major contemporary writer.

CS: COMPUTERSCIENCE

- CS 1000 Introduction to Microcomputers and Applications 3-0-3
Computing technology and concepts; applications of personal computers. Topics include hardware and software terminology, word processing, spreadsheets, e-mail, the Internet, the microcomputer's operating system and its use, ethics, and current trends in the use of computers. A hands-on laboratory is integrated with the course.
- CS 1010 Algorithmic Problem Solving 3-0-3
An introduction to algorithm design and programming as components of the software life cycle, with emphasis on the development of algorithms for solving problems; introduction to the development environment for a particular programming language.
- CS 1301 Principles of Programming I 4-0-4
Prerequisite: MATH 1101 or MATH 1111, and CS 1010 or equivalent, with a grade of "C" or better in each. Programming-language syntax and semantics; problem solving; algorithm design and implementation using modern programming paradigms and techniques; data types and elementary data structures. This course involves extensive programming activities.
- CS 1302 Principles of Programming II 4-0-4
Prerequisite: CS 1301 with a grade of "C" or better. A continuation of CS 1301 with emphasis on advanced programming structures and techniques. Theory and applications of stacks, queues, and lists; recursion; file processing; introduction to binary trees. This course involves extensive programming activities.
- CS 1338 Elementary FORTRAN Programming 3-0-3
An introduction to elementary computer programming concepts. Emphasis is on techniques of problem analysis and the development of algorithms and programs. Syntax of the FORTRAN programming language. The course does not presume previous programming experience.
- CS 2010 Survey of Computer Information Systems 3-0-3
Prerequisite: CS 1301 with a grade of "C" or better. A general introduction to software engineering, database applications, and networking concepts, as well as an overview of other aspects of computer information systems.
- CS 2620 Discrete Structures 3-0-3
Prerequisite: MATH 1261 or MATH 2261, with a grade of "C" or better. Propositional and predicate logic, mathematical induction, and recursion. Sets, relations, functions. Graphs and trees. Boolean algebra and computer logic. Finite state machines and computability.
- CS 3000 Tutoring In Computer Science I 2-0-2
Prerequisite or co-requisite: CS 3410 or consent of instructor. Graded "Satisfactory" or "Unsatisfactory." Fundamentals of one-on-one tutoring in computer science. Review of the principles in programming, including programming language syntax and semantics; problem solving; algorithm design and implementation using current paradigms; data types and data structures; theory and applications of stacks, queues, lists, and binary trees; recursion; and file processing. Introduction to techniques and guidelines for tutoring. Designed for the Tutoring Center tutors in computer science.
- CS 3001 Tutoring In Computer Science II 1-0-1
Prerequisite: CS 3000. Graded "Satisfactory" or "Unsatisfactory." Advanced techniques for one-on-one tutoring in computer science. Review of discrete structures, computer organization, and advanced programming principles. Identification and discussion of effective methods for correcting common problems and misconceptions encountered by beginning and intermediate programming students. Discussion of techniques with less experienced tutors. Designed for the Tutoring Center tutors in computer science.

- CS 3101 Computer Organization 3-0-3
Prerequisite: CS 1302 with a grade of "C" or better. An overview of computer organization and design including Boolean algebra, combinational and sequential circuits, data representation, register transfer and microoperations, CPU organization, microprogrammed control, and machine language programming.
- CS 3102 Assembly Language 3-0-3
Prerequisite: CS 3101 with a grade of "C" or better. A continuation of CS 3101 with emphasis on machine and assembly language instruction and programming techniques, addressing modes, data representations, I/O, and the assembly process.
- CS 3300 UNIX and Web Programming 3-0-3
Prerequisite: CS 1302 with a grade of "C" or better. The class emphasizes tools that are available in the UNIX environment including: find, grep, sed, awk, shell programming, HTML, Perl, file security, and Web programming.
- CS 3320 Visual Basic Programming 3-0-3
Prerequisite: CS 1302 with a grade of "C" or better. Shows experienced object-oriented programmers how to develop complete and stand-alone client-server applications using Visual Basic. The topics considered include basics of event-driven programming, error handling, data-bound controls, ADO, SQL, file processing, classes, collection classes, DLL and EXE servers, creating Active X controls, COM, automation, packaging, and deployment.
- CS 3335 The C Programming Language 3-0-3
Prerequisite: CS 1302 with a grade of "C" or better. Programming using the C programming language. Syntax and semantics of C; information representation; stylistic consideration; the C library. This course also discusses issues relating to the UNIX operating system.
- CS 3410 Data Structures 3-0-3
Prerequisite: CS 1302 with a grade of "C" or better. Trees, graphs, and other forms of data structures and their implementations. Emphasizing abstract data types; static memory allocation vs. dynamic storage allocation; searching, hashing, and sorting methods; algorithm analysis.
- CS 3520 Algorithms 3-0-3
Prerequisite: CS 3410 with a grade of "C" or better. Sequential and parallel algorithms for solving a variety of different problems; paradigms for algorithms; algorithm analysis; NP-complete problems.
- CS 4121 Data Communications and Networks I 3-0-3
Prerequisites: CS 3101 and CS 3410, each with a grade of "C" or better. Basic concepts of data communications and computer networks architectures: including OSI and TCP/IP models, packet switching, local area and high speed networks. Error control, routing, and transmission media.
- CS 4122 Data Communications and Networks II 3-0-3
Prerequisite: CS 4121 with a grade of "C" or better. A continuation of CS 4121 in which advanced topics in data communication and networking are studied
- CS 4123 Project in Data Communications and Networks 3-0-3
Prerequisite: CS 4122 with a grade of "C" or better. Students will work together in teams on a major data communications/networking project. Data communications and networking principles, tools, and techniques are stressed.
- CS 4321 Software Engineering I 3-0-3
Prerequisite: CS 3410 with a grade of "C" or better. Early stages of the software-development process, with emphasis upon analysis and specification. Also, life-cycle definition, software project management, the computer as a system component, and object-oriented approaches. CASE tools will be used as appropriate.

- CS 4322 Software Engineering II 3-0-3
Prerequisite: CS 4321 with a grade of "C" or better. The later stages of the software-development process with emphasis upon design, implementation, verification/ validation, and maintenance. Also, human factors, object-oriented techniques, reliability, and quality-assurance issues.
- CS 4323 Project in Software Engineering 3-0-3
Prerequisite: CS 4322 with a grade of "C" or better. Students will work together in teams on a major software development project. Software engineering principles, tools, and techniques are stressed.
- CS 4330 Theory of Programming Languages 3-0-3
Prerequisite: CS 3410 with a grade of "C" or better or consent of instructor. Formal description of programming languages, standard and advanced features of modern programming languages, complexity.
- CS 4335 Principles of Compiler Design 3-0-3
Prerequisites: CS 3102 and CS 3410, each with a grade of "C" or better. Introduction to programming language structure, lexical analysis, syntax analysis, code generation, and optimization. A large programming project will be required.
- CS 4340 Systems Programming 3-0-3
Prerequisite: CS 3410 with a grade of "C" or better. Implementation of concepts pertaining to the UNIX environment: process control and interprocess communication, job control, file and directory structures, and client/server processes.
- CS 4345 Operating Systems 3-0-3
Prerequisites: CS 3101 and CS 3410, each with a grade of "C" or better. A survey of operating systems structures and services including batch systems, multiprogramming, time-sharing, process scheduling and synchronization, deadlocks, memory management, file-system interfaces and implementations, and secondary storage management.
- CS 4500 Foundations of Computer Science 3-0-3
Prerequisites: CS 2620 and CS 3410, each with a grade of "C" or better. Concepts pertaining to regular expressions, finite state machines, regular languages, regular grammars, non regular languages, decidability, context-free grammars, and Turing machines.
- CS 4721 Database Design I 3-0-3
Prerequisite: CS 3410 with a grade of "C" or better. The logical organization of databases: the entity-relationship model; the hierarchical model, network, and relational models. Hardware characteristics; file organization and evaluation. Functional dependencies and normal forms. Query optimization, concurrency control, and distributed database systems.
- CS 4722 Database Design II 3-0-3
Prerequisite: CS 4721 with a grade of "C" or better. An in-depth study of advanced database design and implementation concepts including transaction processing, concurrency, control techniques, recovery techniques, distributed databases and client/server architecture, and security and authorization.
- CS 4723 Project in Database Design 3-0-3
Prerequisite: CS 4722 with a grade of "C" or better. Students will work together in teams on a major database development project. Database development principles, tools, and techniques are stressed.
- CS 4820 Artificial Intelligence 3-0-3
Prerequisites: CS 2620 and CS 3410, each with a grade of "C" or better. Definition of artificial intelligence, Common Lisp, logic programming, search techniques, knowledge representation including schemas and scripts, ART-enterprise as an expert system, and principles of expert systems.

- CS 4825 Neural Networks 3-0-3
Prerequisites: MATH 2150 and MATH 2262, each with a grade of "C" or better. Concepts pertaining to neural networks including: definition of neural intelligence, basic neural computational models, learning: supervised and unsupervised, knowledge bases neural networks, back-propagation neural networks, radial basis neural networks.
- CS 4830 Computer Graphics 3-0-3
Prerequisites: CS 3410 and MATH 2150, each with a grade of "C" or better. A survey of graphics systems and graphics programming. Topics include output primitives, transformations and viewing, modeling, user interfaces, and interactive methods. Both 2-D and 3-D concepts are discussed.
- CS 4900 Senior Seminar 3-0-3
Prerequisites: CS 3101 and CS 3410, each with a grade of "C" or better, and senior standing. A capstone experience intended primarily for computing majors that combines societal, ethical, and legal implications and trends of computing with the development of research and communication skills for the profession. Topics include societal effects of computing, ethics in the field, legal issues, professional literature and organizations, current industrial, social, legal, governmental, and technical developments, research methodology, and career opportunities. Involves extensive reading and writing (both technical and non-technical), as well as library research, prepared group discussions, and oral presentations.
- CS 4950 Directed Study in Computer Science 1-0-1 to 3-0-3
Prerequisite: Consent of instructor. The student will undertake at least one major computer-science project under the supervision of the instructor. Credit will be assigned on the basis of the effort required by the project. May be taken more than once if topics are different.
- CS 4990 Topics in Computer Science 1-0-1 to 3-0-3
Prerequisite: Consent of instructor. Topics to be assigned. May be taken more than once if topics are different.

DANC: DANCE

- DANC 1500 Introduction to Dance 3-0-3
A general survey and appreciation of dance as an art form, an introduction to dance history and a critical evaluation of dance.
- DANC 1600 Ballet I 1-2-2
Basic techniques and theories of classical ballet. Emphasizes body placement, awareness, strength, stretch, and terminology. May be repeated for credit.
- DANC 1700 Modern Dance I 1-2-2
Basic modern dance techniques and theories. May be repeated for credit.
- DANC 1900 Tap Dance I 1-2-2
Basic skills in tap dancing. May be repeated for credit.
- DANC 2600 Ballet II 1-2-2
Prerequisite: DANC 1600 or approval of department head. A continuation of Ballet I (DANC 1600). May be repeated for credit.
- DANC 2700 Modern Dance II 1-2-2
Prerequisite: DANC 1700 or approval of department head. A continuation of Modern I (DANC 2600). May be repeated for credit.
- DANC 2800 Jazz Dance I 1-2-2
Basic jazz dance techniques and theories. May be repeated for credit.
- DANC 2900 Tap Dance II 1-2-2
Prerequisite: DANC 1900. A continuation of Tap Dance I (DANC 1900). May be repeated for credit.

- DANC 2910 Social Dance 0-2-1
Introduction to history, terms, positions and movements. Psychomotor instruction in social dance forms from the turn of the century to the present.
- DANC 2920 Dance Improvisation 0-2-1
An introduction to dance improvisation. Movement studies will be based on modern dance techniques and theories.
- DANC 3000 Dance Composition 1-2-2
Prerequisite: DANC 1600 or DANC 1700 or approval of department head. The study of the tools of dance composition, creating individual and group studies, and solving dance composition problems.
- DANC 3100 Choreography 1-2-2
Prerequisite: DANC 3000 or approval of department head. An application of the fundamentals of dance composition to choreographic projects. Emphasis is also placed on exploring, analyzing, and experimenting with problems in dance performance and production.
- DANC 3200 Dance Ensemble 1 hour credit
Prerequisite: Audition by instructor. A select ensemble emphasizing group and solo performance. May be repeated for credit.
- DANC 3300 Special Topics in Dance 1 to 3 hours credit
The study of specific topics in dance not covered in existing courses. May be repeated for credit if different topics are studied.
- DANC 3400 Rhythmic and Recreational Dance 1-2-2
History and methods of teaching ballroom and square dancing.
- DANC 3410 Dance History 3-0-3
A broad survey of dance history with emphasizes on the impact of dance on society from primitive times to the present.
- DANC 3500 Teaching Dance Technique 1-2-2
Methodology in teaching dance techniques and theories within the context of modern dance for young adults. Includes instruction in and application of dance lesson planning.
- DANC 3600 Ballet III 1-2-2
Prerequisite: DANC 2600 or approval of department head. A continuation of Ballet II with emphasis on developing the refined movements of ballet techniques and theories. May be repeated for credit.
- DANC 3700 Modern Dance III 1-2-2
Prerequisite: DANC 2700 or approval of department head. A continuation of Modern Dance II with emphasis on developing advanced skills in modern techniques and theories. May be repeated for credit.
- DANC 3800 Jazz Dance II 1-2-2
Prerequisite: DANC 2800 or approval of department head. A continuation of Jazz Dance I. May be repeated for credit.
- DANC 4000 Pointe and Variation 1-2-2
Prerequisite: DANC 3600 or approval of department head. The study of pointe technique, the teaching of specific classical ballet variations and partnering skills for both the male and female dancer. May be repeated for credit.

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.

ECED: EARLY CHILDHOOD EDUCATION

- ECED 2999 Entry to the Education Profession 0 hours credit
Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be success-fully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.
- ECED 3000 Integrating and Applying Technology into the ECE Curriculum 3-0-3
Prerequisites: ECED 299 or SPEC 2999; ACED 2400. Corequisite: ECED 3190. Explores the intergration and application of technology into the early childhood curriculum. Achieved through modeling and applying teaching and learning strategies; discussions of technology and pedagogy; strategies of classroom management; the review and evaluation of technology and software appropriate for use with young children; and the development of integrated technology learning activities, which include Georgia's QCC Standards.
- ECED 3190 Practicum I: Classroom Management & Environmental Design PreK-K 1-3-1
Prerequisite: ECED 2999. Corequisites: ECED 3000, ECED 3400, READ 3200. Supervised classroom experience in selected pre-kindergarten and kindergarten classrooms. Students work under the supervision of mentor teachers and university supervisors. Emphasis will be on principles of classroom management and the arranged environment.
- ECED 3300 Teaching Mathematics and Science to Young Children 3-0-3
Prerequisites: ECED 2999, MATH 3161, and Admission to Teacher Education. Corequisite: ECED 3690. Recent developments in curriculum and methods of instruction of contemporary school mathematics and science programs in grades P-5. Students will become acquainted with manipulatives, technology, and other resources essential to prospective teachers of young children.
- ECED 3400 Planning For Instruction and Classroom Management 3-0-3
Prerequisites: ECED 2999. Corequisite: ECED 3190. Fundamentals of teaching across all content area subject matter will be explored including models of teaching, lesson and unit planning, and creating a classroom environment that is conducive to learning.
- ECED 3690 Practicum II: Classroom Management & Environmental Design K-3 1-3-1
Prerequisites: ECED 2999, ECED 3190, and Admission to Teacher Education. Corequisites: ECED 3300 and READ 3500. Supervised classroom experience in selected kindergarten through third grade classrooms. Students work under the supervision of mentor teachers and university supervisors. Emphasis will be on principles of classroom management and the arranged environment.
- ECED 4300 Teaching Language Arts in Early Childhood Education 3-0-3
Prerequisites: ECED 3000, ECED 3400, READ 3200. Corequisite: ECED 4690. The application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing in early childhood. Emphasis is placed on methods of process writing for the genres of journal, descriptive, letter, biographical, narrative, and poetic writing.
- ECED 4400 Social Science Methods in Early Childhood 3-0-3
Prerequisites: ECED 3000, ECED 3400, READ 3200. Corequisites: ECED 4690. Recent developments in curriculum and methods of instruction for the teaching of social sciences in grades P-5
- ECED 4690 Practicum in Early Childhood Education II 0-3-1
Prerequisites: ECED 3690. Corequisites: ECED 4300, ECED 4400, READ 4200. Supervised classroom experience in selected third-grade through fifth-grade classrooms. Students work under the supervision of mentor teachers and university supervisors. Emphasis will be on principles of classroom management and the arranged environment.

- ECED 4790 Student Teaching & Reflective Seminar 10 hours credit
Prerequisites: Completion of all professional courses with a grade of "C" or higher and a GPA of 2.50. A full-day, semester-long experience in an early childhood classroom (P-5) under the direct supervision of an assigned mentor teacher and university supervisor. The seminar examines interrelationships of home, school, and community resources and other topics related to the student teaching experience.
- ECED 4890 Internship in Early Childhood Education 6 hours credit
Prerequisites: Completion of all professional courses with a grade of "C" or higher, minimum GPA of 2.50, submission of passing scores on Praxis II, and certification by a school district of the status of the candidate as an employee. Credit: Course completion requires a two-semester internship, taken for a total of 12 hours (6 hours each semester). Guided professional experiences in an early childhood classroom (P-5) as a capstone/culminating activity of the Early Childhood Education Program. Students teach and manage a classroom under the guidance of a mentor teacher and university professor. Experience includes observations, participation, teaching, classroom management, and collaboration with school personnel.

ECON: ECONOMICS

- ECON 1500 Survey of Economics 3-0-3
A survey of basic economic concepts with applications to public policy issues.
- ECON 1900H Honors Economics 3-0-3
Seminar-oriented approach to basic economic concepts with applications to policy issues. A research project on public policy is required.
- ECON 2105 Principles of Macroeconomics 3-0-3
An introduction to macroeconomic concepts and their application to aggregate economic activity. Factors influencing rates of economic growth, employment and inflation are emphasized. Measures of aggregate economic activity and policies to control it are covered.
- ECON 2106 Principles of Microeconomics 3-0-3
An introduction to microeconomic concepts and their application to the behavior of individuals, firms, and market groups. Special emphasis is placed on market analysis, production and cost concepts, profit analysis, and market structure. Current microeconomic issues, including market failures and the role of government in markets, are covered.
- ECON 3000 Research and Analytical Methods in Economics 3-0-3
Prerequisites: ECON 2105, ECON 2106, and MATH 1261. Co-requisites: either BUSA 2100 or MATH 2620. Introduction to empirical research and quantitative analysis. The course includes the components of a research paper, data sources, basic econometric methods, software used for empirical research, and the mathematical concepts and techniques used in the analysis of economic phenomena.
- ECON 3100 Managerial Economics 3-0-3
Prerequisites: ECON 2106, MATH 1261, and either BUSA 2100 or MATH 2620. Analysis of major decision-making areas within the firm. Students are introduced to demand forecasting techniques, advanced production and cost relationships, and optimal pricing models.
- ECON 3200 Industrial Organization 3-0-3
Prerequisites: ECON 2106, MATH 1261, and either BUSA 2100 or MATH 2620. A study of market structures, including perfect and monopolistic competition, monopoly, and oligopoly. Pricing behavior of firms, economics of information and advertizing, and anti-trust laws and policies will be analyzed.
- ECON 3300 Economic History of the United States 3-0-3
Prerequisite: ECON 1500 or ECON 2105. Economic interpretation of United States history and study of economic problems in historical perspective.

- ECON 3400 Public Finance and Fiscal Policy 3-0-3
Prerequisite: ECON 2105, ECON 2106, and MATH 1261. Comprehensive treatment of economic theory and applications in the field of public finance and fiscal policy. Includes the study of market failure, the provision of public goods, benefit/cost analysis, public expenditures, and the principles of government finance.
- ECON 3500 Business Cycle Analysis 3-0-3
Prerequisites: ECON 2105, ECON 2106, MATH 1261, and either BUSA 2100 or MATH 2620. Investigation of the application of techniques used by business and government to analyze and forecast business cycle conditions. Special emphasis on regional analysis.
- ECON 3600 International Economics 3-0-3
Prerequisite: ECON 2105, ECON 2106, and MATH 1261. Survey of the international exchange of goods, services and financial instruments and the policies that affect this exchange. Topics include pattern of trade, effects of trade controls, trade and growth, trade and the distribution of income, balance of payments accounting, exchange rate systems and the effect of trade on employment, prices, and production.
- ECON 3640 International Macroeconomics 3-0-3
Prerequisite: ECON 3500 or ECON 3600. Advanced study of the international exchange of financial instruments and the effects of this exchange on employment, prices, production and the balance of trade (payments). International macroeconomic policy is emphasized.
- ECON 3650 Multinational Corporate Finance 3-0-3
Prerequisite: FIN 3350 or ECON 3750. Theory and practice of multinational corporate and bank operations. Includes the study of foreign exchange markets, risks associated with foreign exchange transactions, accounting consolidations and foreign operations, and appropriate exchange-risk hedging techniques.
- ECON 3710 Urban and Regional Economics 3-0-3
Prerequisites: ECON 2105, ECON 2106, and MATH 1261. Factors that influence the type, level, and location of urban and regional activities. The special aspects of poverty, land use, urban environment, and rural development are explored.
- ECON 3750 Money and Banking 3-0-3
Prerequisite: ECON 2105. Analysis of financial intermediaries, instruments and markets in determining the level and distribution of economic activity.
- ECON 3770 Real Estate Economics 3-0-3
Prerequisites: ECON 2105, ECON 2106, MATH 1261, and either ECON 3750 or FIN 3350. Study of the theories, tools and techniques needed to understand urban real estate markets. Examines real estate markets from both micro and macro perspectives.
- ECON 3800 Environmental Economics 3-0-3
Prerequisites: ECON 2106 and MATH 1261. Application of microeconomic principles to environmental and natural resource policy. Topics include economic efficiency and market failure, valuing the environment, pollution control, exhaustible and renewable resource policy, waste and toxic substance disposal, and the effect of industry and agriculture on the environment.
- ECON 3810 Health Economics 3-0-3
Prerequisites: ECON 2106 and MATH 1261. Comprehensive introduction to the economics of health and health care. Topics include the market for health care, private insurance and health care providers, social insurance, and health system reform.
- ECON 3860 Labor Economics and Labor Relations 3-0-3
Prerequisites: ECON 2106 and MATH 1261. Investigation of the workings and outcomes of the labor market. Topics include the determination of wages, wage differentials, the impact of unions, and the process of collective bargaining.

- ECON 4800 Current Issues in Economics 3-0-3
Prerequisites: ECON 2105 and ECON 2106. Study of a specific, current topic or topics in the field of economics. May be repeated once for additional credit with prior approval of advisor and instructor if different topics are covered in the subsequent course.
- ECON 4900 Economic Research 3-0-3
Prerequisites: ECON 3100, ECON 3500, and senior standing. Study of methods and techniques of economic research. Topics include hypothesis development, modeling, data sources, analytical methods, and presentation techniques. A research paper is required.
- ECON 4990 Directed Study in Economics 3 hours credit
Prerequisites: ECON 3100 and ECON 3500. Directed research or reading in economics. Proper form must be submitted to the Dean of the College of Business Administration at least two weeks before the beginning of the semester.

ENGL: ENGLISH

- ENGL 0099
See the Learning Skills section on the last page of the course offerings.
- ENGL 1101 Composition I 3-0-3
A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills. Students will develop analytical and evaluative skills by reading and writing expository and/or argumentative essays.
- ENGL 1101H Honors Composition I 3-0-3
An honors-level composition course focusing on skills required for effective writing in a variety of contexts with emphasis on more advanced forms of critical analysis, exposition, and argumentation/persuasion, and also stressing introductory use of a variety of research skills.
- ENGL 1102 Composition II 3-0-3
Prerequisite: ENGL 1101 or ENGL 1101H. A composition course focusing on writing skills beyond the levels of proficiency required by ENGL 1101 that emphasizes interpretation and evaluation and that incorporates a variety of more advanced research skills. Students will learn to organize and present ideas and information effectively in research essays.
- ENGL 1102H Honors Composition II 3-0-3
Prerequisite: ENGL 1101 or 1101H. An honors-level composition course, focusing on writing skills beyond the levels of proficiency required by ENGL 1102, that emphasizes advanced rhetorical strategies and argument/persuasion. The course also stresses, via an array of theme-based studies, more varied forms of interpretation and evaluation and incorporates more advanced research skills than those taught in ENGL 1102.
- ENGL 2000 Writing for Teachers 3-0-3
Prerequisites: Grade of "C" or better in ENGL 1101 and 1102. A writing-intensive course focusing on the analysis and production of discourse in various genres. Required for ECE and MGE majors.
- ENGL 2060 Introduction to English Studies 3-0-3
Prerequisite: ENGL 1102 or ENGL 1102H. An introduction to the field of English studies, focusing on the skills in writing, critical reading, interpretation, research, and bibliography as well as on the major critical approaches to language and literature essential to work in the discipline. Required of all English majors.

- ENGL 2110 World Literature I: The Ancient World 3-0-3
Prerequisite: ENGL 1102 or 1102H. A study of selected works of literature from the beginning of writing to the end of the classical period. This course presents myths, epics, dramas, and prose works from the Hebrew, Greek, Roman, and other traditions that laid the foundation for modern intellectual thought. Selections from such writers as Homer, Sophocles, and Plato and such works as the Bible and the Koran will be presented in their historical and cultural contexts.
- ENGL 2110H Honors World Literature I: The Ancient World 3-0-3
Prerequisite: ENGL 1102 or 1102H. An in-depth study of selected works of literature and their cultural backgrounds from the beginning of writing to the end of the classical period. This course, multicultural and comparative in focus, presents myths, epics, dramas, and prose works from western and non-western traditions that laid the foundation for modern intellectual thought.
- ENGL 2120 World Literature II: The Age of Discovery 3-0-3
Prerequisite: ENGL 1102 or 1102H. A study of selected works of literature and their cultural backgrounds from the 14th into the 17th century. This course includes introductions to the Medieval and Renaissance frames of mind and puts works such as those by Dante, Chaucer, Machiavelli, Shakespeare, and Milton in the context of modern intellectual issues.
- ENGL 2120H Honors World Literature II: The Age of Discovery 3-0-3
Prerequisite: ENGL 1102 or 1102H. A study of selected works of literature and their cultural backgrounds from the Middle Ages into the 17th century. This course includes introductions to the Medieval and Renaissance frames of mind of western Europe as well as adding multicultural aspects. Trends in the development of modern thought are emphasized, with a focus on intellectual history.
- ENGL 2130 World Literature III: The Development of Modern Thought 3-0-3
Prerequisite: ENGL 1102 or 1102H. A study of selected works of literature and their cultural backgrounds from the 17th century to the present. This course includes introductions to the Enlightenment, Romantic, Victorian, Modern, and Contemporary periods. Selected works from writers such as Molière, Pope, Rousseau, Wordsworth, Keats, the Brownings, Eliot, and Faulkner will be presented, emphasizing major trends in the development of modern thought.
- ENGL 2130H Honors World Literature III: The Development of Modern Thought 3-0-3
Prerequisite: ENGL 1102 or 1102H. An in-depth study of selected works of literature and their cultural backgrounds from the 17th century to the present. This course includes introductions to the major concepts and themes represented in trans-national and trans-generic literary texts from periods such as the Enlightenment, Romantic, Victorian, Modern, and Contemporary. Special emphasis on multicultural and comparative aspects of the literature and on large, overarching themes and concepts.
- ENGL 2140 World Literature IV: The Genres of World Literature 3-0-3
Prerequisite: ENGL 1102 or 1102H. A study of literary forms of cultural expression. This course will cover works written in a broad range of cultures and periods and will include introductions to major genres of world literature such as epic, drama, prose fiction, and film. Selected works by figures such as Homer, Shakespeare, Ibsen, Austen, and Kurosawa will be presented, emphasizing the connections between form, function, and culture.
- ENGL 3010 Writing for Business 3-0-3
Prerequisites: ENGL 1102 or 1102H. An advanced writing course focusing on the elements of effective writing, particularly as they apply to business and the professions.
- ENGL 3020 Technical Writing 3-0-3
Prerequisite: ENGL 1102 or 1102H. An advanced writing course focusing on the elements of effective writing, particularly as they apply to the sciences, industry, and other technology-oriented fields.

- ENGL 3030 Writing for the Legal and Social Science Professions 3-0-3
Prerequisites: ENGL 1102 or 1102H. An advanced writing course focusing on the strategies used to write clear and effective legal and social science communications including memos, case reports, proposals, and briefs.
- ENGL 3050 Tutoring English Composition 1-0-1
Prerequisites: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2140, or 2060. A review of the principles of English composition with focus on the revision of student writing. Includes instruction in the holistic evaluation and careful rhetorical analysis of student writing, discussion of the proper scope and available avenues of revision, and examination of the use of computers in the writing and revision process. Students will have supervised tutoring experience.
- ENGL 3060 Literary Research and Writing 3-0-3
Prerequisite: ENGL 2140 or ENGL 2060. A advanced writing and research course, focusing on the interpretation and evaluation of literature as well as on the role and function of criticism in the study of literature.
- ENGL 3080 Grammar and Editing 3-0-3
Also offered as JOUR 3080. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140. An intensive review of grammar and usage as well as an introduction to the purposes, practices, and techniques of editing standard English. The grammar section of the course will cover such topics as parts of speech and their uses, sentence elements and their effective uses, agreement, punctuation, and parallelism. Students will also be taught fundamental approaches to editing and the practical application of editing techniques.
- ENGL 3090 Advanced Composition 3-0-3
Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140. A study of various rhetorical strategies with regular writing assignments emphasizing logical organization of thought and effective composition. The course will develop sound grammatical and compositional skills to a level clearly superior to that of ENGL 1102.
- ENGL 3110 British Literature I 3-0-3
Prerequisite: ENGL 2140 or 2060. A survey of the historical and formal development of British literature through the mid-18th century. Emphasis on major writers and movements as well as on terms relevant to the study of British literature.
- ENGL 3120 British Literature II 3-0-3
Prerequisite: ENGL 2140 or 2060. A survey of the historical and formal development of British and post-Colonial literature from the late 18th century to the present. Emphasis on major writers and movements as well as on terms relevant to the study of British literature.
- ENGL 3210 American Literature 3-0-3
Prerequisite: ENGL 2140 or 2060. A survey of the historical and formal development of American literature. Emphasis on major writers and movements as well as on terms relevant to the study of American literature.
- ENGL 3220 Studies in African American Literature 3-0-3
Also offered as AFAM 3220. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140. A study of selected topics in African-American literature. May be repeated, but only 3 hours may be counted toward distribution requirements for the English major.
- ENGL 3300 Special Studies in Literature 3-0-3
Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140. Studies of selected topics in literature.
- ENGL 3320 Studies in African Literature 3-0-3
Also offered as AFAM 3320. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140. A study of selected topics in African literature. May be repeated, but only 3 hours may be counted towards distribution requirements for the English major.

- ENGL 3330 Studies in Women and Literature 3-0-3
Also offered as WMST 3330. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140. An examination of selected topics in literature by or about women.
- ENGL 3400 Introduction to Creative Writing 3-0-3
Also offered as CRWR 3400. Prerequisites: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140. An introduction to the stylistic conventions and techniques of poetry and prose. The course also emphasizes techniques of literary invention and offers a brief exposure to the analysis and critique of peer texts.
- ENGL 3420 Introduction to Creative Non-Fiction 3-0-3
Also offered as CRWR 3420. Prerequisite: ENGL 3400 or CRWR 3400.
An introduction to non-fiction writing which employs a variety of literary techniques common in literary journalism and fiction writing. Students will read model texts and further develop workshop and revision techniques in order to produce a carefully revised piece of their own non-fiction.
- ENGL 3440 Poetry Writing 3-0-3
Also offered as CRWR 3440. Prerequisite: ENGL 3400 or CRWR 3400. A study of poetic technique beyond the fundamentals introduced in ENGL/CRWR 3400. The course emphasizes prosody and poetic forms, both prescribed and organic. Students receive further training in workshop techniques via the analysis of poems produced by class members.
- ENGL 3460 Fiction Writing 3-0-3
Also offered as CRWR 3460. Prerequisite: ENGL 3400 or CRWR 3400. A craft-oriented course devoted to the genre of the modern short story. Students will study classic stories by writers such as Chekhov, Maupassant, O'Connor, and more recent award-winning writers as well as undertaking exercises in technique and producing at least two stories of their own.
- ENGL 3600 Introduction to Professional Writing 1-0-1
Prerequisite or co-requisite: ENGL 3060 or 3080, depending upon major track. An introduction to careers in professional writing as well as to the required skills, applicable technology, and related professional concerns.
- ENGL 4110 Studies in British Literature to 1500 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of medieval literature, focusing on major works, figures (three or more), and/or themes.
- ENGL 4120 Studies in British Literature 1500-1660 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of British literature of the Renaissance period, focusing on major works, figures (three or more), and/or themes.
- ENGL 4130 Studies in British Literature 1660-1800 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of British literature of the Restoration and 18th century, focusing on major works, figures (three or more), and/or themes.
- ENGL 4140 Studies in British Literature: The Romantics 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of British literature of the Romantic period, focusing on major works, figures (three or more), and /or themes.
- ENGL 4145 Studies in British Literature: The Victorians 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of British literature of the Victorian period, focusing on major works, figures (three or more), and /or themes.
- ENGL 4150 Studies in 20th-Century British Literature 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of British and Post-Colonial literature of the 20th century, focusing on major works, figures (three or more), and/ or themes.
- ENGL 4210 Studies in American Literature to 1800 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of the literature of America from its beginning to 1800, focusing on major works, figures (three or more), and/or themes.

- ENGL 4220 Studies in American Literature 1800-1865 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of the literature of America from 1800 to 1865, focusing on major works, figures (three or more), and/or themes.
- ENGL 4230 Studies in American Literature 1865-1914 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of literature of America from 1865 to 1914, focusing on major works, figures (three or more), and/or themes.
- ENGL 4240 Studies in American Literature after 1914 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of literature of America after 1914, focusing on major works, figures (three or more), and/or themes.
- ENGL 4300 Special Topics 3-0-3
Prerequisite or Co-requisite: ENGL 3060. Studies of literature focusing on selected topics.
- ENGL 4310 Studies in Major Writers 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of the interrelationship of the life and works of one or at most two major figures in literature.
- ENGL 4320 Studies in Poetry 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of the historical and formal development of poetry.
- ENGL 4330 Studies in Prose 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of the historical and formal development of prose (fiction and/or non-fiction).
- ENGL 4340 Studies in Drama 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of the historical and formal development of drama.
- ENGL 4350 Studies in Criticism/Theory 3-0-3
Prerequisite or Co-requisite: ENGL 3060. A study of literary theory and criticism since Plato, with special emphasis on contemporary theories.
- ENGL 4410 Studies in Prosody and Poetic Form 3-0-3
Also offered as CRWR 4410. Prerequisite or Co-requisite: ENGL 3060. A study of the theoretical and formal development of prosody and poetic form. The course will emphasize twentieth century poetic developments, covering principal schools and understanding their relationships.
- ENGL 4420 Studies in Narratology 3-0-3
Also offered as CRWR 4420. Prerequisite or Co-requisite: ENGL 3060. An international study of the history of narrative forms, storytelling methods, and varieties of representation. The course will emphasize the various conventions and strategies which inform fables, folktales, parables, and the longer works which evolved from them.
- ENGL 4500 Document Design 3-0-3
Also offered as JOUR 4500. Prerequisite or corequisite: JOUR 3510, ENGL 3060, or ENGL/JOUR 3080, or permission of instructor. A study of theory of layout and design, including editorial decision making, photo editing, and production technology for print and on-line media.
- ENGL 4520 Literary Journalism 3-0-3
Also offered as JOUR 4520. Prerequisite or corequisite: JOUR 3510, ENGL 3060, or ENGL/JOUR 3080, or permission of instructor. A study of the theory and practice of applying fiction techniques to journalistic fact. The course will explore the relationship between literature and journalism, especially in terms of style and subject matter.
- ENGL 4600 Issues in Professional Writing 3-0-3
Prerequisite or corequisite: ENGL 3060 or 3080, depending upon major track. An advanced writing course examining the application of selected professional writing strategies and principles to contexts in which key rhetorical issues arise. These issues include argument, audience, collaboration, ethics, ethos, purpose, and style.

- ENGL 4610 History of the English Language 3-0-3
Prerequisite or corequisite: ENGL 3060 or ENGL 3080. A study of the origins and development of the English language.
- ENGL 4620 Survey of the History of Rhetoric 3-0-3
Prerequisite or corequisite: ENGL 3060 or 3080, depending upon major program. A study of rhetorical theory and its major figures from the classical period to the present.
- ENGL 4630 Writing Technologies 3-0-3
Prerequisite or corequisite: ENGL 3060 or 3080, depending upon major track. A study of the technologies applicable to professional writing such as desktop publishing, on-line documentation, hypertext, and Internet resources.
- ENGL 4700 Directed Study 1-0-1 to 3-0-3
Prerequisite or corequisite: ENGL 3060 or 3080, depending upon major track. Individualized studies in selected areas of language and literature, the amount of credit depending upon the requirements. Permission to enroll must be secured from the instructor.
- ENGL 4800 Internship in English 3 to 12 hours credit
Prerequisite or corequisite: ENGL 3060 or 3080, depending upon major track. Graded "Satisfactory" or "Unsatisfactory." Supervised work involving writing, for example, in a law office, an agency, a publishing company, or a business. The amount of credit depends upon the requirements. Permission to enroll must be secured from the adviser and the department head.
- ENGL 4900 Senior Seminar 3-0-3
Prerequisite or corequisite: senior standing and ENGL 3060 or 3080, depending upon major track. A capstone course, focused on selected topics and projects appropriate to the students' track, designed to help students synthesize their knowledge and reinforce the skills they have acquired as English majors.

For additional offerings in the Department of English, see
English as a Second Language (ENSL), Creative Writing (CRWR),
Journalism (JOUR), and Linguistics (LING).

ENGR:ENGINEERING

- ENGR 1010 Technological Problem Solving 3-0-3
Prerequisite: MATH 1111 or higher. Development of the features and principles of problem solving techniques based on a variety of fundamental models for general application, such as physical component, sketching, graphical, and mathematical models. Emphasis is placed on solving problems of a technological nature.
- ENGR 2010 Introduction to Engineering 3-0-3
Interpretation of the scope of engineering; introduction to engineering disciplines that form the basis for a variety of career opportunities; engineering design as creative problem solving; lessons from design failures; professionalism and ethics; introduction to problem solving using MATLAB.
- ENGR 2200 Statics 3-0-3
Prerequisite: PHYS 2211; prerequisite or corequisite: MATH 2263. Elements of statics in two and three dimensions; forces and moments; particles, objects, and structures in equilibrium; centroids; distributed forces and beams; friction.
- ENGR 2310 Introduction to Signal Processing 3-3-4
Prerequisites: CS 1301, MATH 2262. Introduction to signal processing for discrete-time and continuous-time signals. Filtering, frequency response, Fourier Transform, Z Transform. Laboratory emphasizes computer-based signal processing.

- ENGR 2320 Introduction to Computer Engineering 3-0-3
Prerequisites: CS 1301, MATH 2262. Computer system and digital design principles; architectural concepts, software, Boolean algebra, number systems, combinational datapath elements, sequential logic, and storage elements; design of DRAM control and I/O bus. This course is taught via GSAMS.
- ENGR 2500 Engineering Graphics for Design 2-2-3
Introduction to engineering design and three-dimensional visualization; geometric construction; graphical projection and sketching; introduction to descriptive geometry; computer graphics.
- ENGR 3210 Dynamics 3-0-3
Prerequisite: ENGR 2200. Kinematics and kinetics of particles; kinematics and kinetics of rigid bodies in plane motion; kinematics and kinetics of rigid bodies in three-dimensional motion
- ENGR 3220 Mechanics of Deformable Bodies 3-0-3
Prerequisite: ENGR 2200. Definition and analysis of strain and stress, applications to axially loaded elements, torsion of circular shafts and bending of beams, introduction to simple plasticity and column stability.
- ENGR 3320 Circuit Analysis 3-0-3
Prerequisites: ENGR 2310, PHYS2212. Corequisite: MATH 3340. Introduction to the basic concepts of DC and AC circuit theory and analysis.
- ENGR 4950 Directed Study in Engineering 1-0-1 to 3-0-3
Prerequisites: Junior standing; permission of advisor, instructor, and department head. Study in an area or subject not normally found in established courses offered by the department; may also allow student to explore in more depth an area or subject covered by the pre-engineering program. Up to maximum of 3 hours.

ENSL: ENGLISH AS A SECOND LANGUAGE

- ENSL 0100 Supplemental English for International Students 3-0-3
Course carries institutional credit only. Required for international students scoring less than 523 on the TOEFL exam. Supplementary work in English to prepare ESL students for academic communication in a university setting. Assignments will help students improve their fluency and accuracy in both written and oral English.

FIN: FINANCE

- FIN 2380 Personal Finance 3-0-3
Finance majors may not count this class for credit toward their degree. A non-technical introduction to personal financing decisions. Emphasis is placed on developing an understanding of budgeting, insurance, taxes, investments, home ownership and family financial planning.
- FIN 3350 Financial Management 3-0-3
Prerequisite: ACCT 2102, ECON 2106. Corequisite: BUSA 2100. Introduction to the principles of financial management as applied to the firm including financial analysis, acquisition of funds, capital structure, dividend policy, working capital management, and evaluation of investment projects.
- FIN 3360 Advanced Financial Management 3-0-3
Prerequisite: FIN 3350. Continuation of FIN 3350 with a concentration on financial analysis, valuation of assets, risk analysis, cash flow projections, and long-term financing decisions.

- FIN 4310 Problems in Financial Management 3-0-3
Prerequisite: FIN 3360 with a grade of "C" or better. An advanced study of the principles of financial management through the use of case analysis on topics covering financial analysis and planning, valuation, capital budgeting, working capital management, and financing.
- FIN 4520 Investments 3-0-3
Prerequisite: FIN 3360 with a grade of "C" or better. Prerequisites for non-Finance Majors: Consent of Instructor and FIN 3350. An introduction to personal investing in financial and non-financial assets including stocks, bonds, and mutual funds. A discussion of securities markets, how new issues are brought to market, and how existing securities are traded. Includes material on identifying and evaluating the risk of investing.
- FIN 4760 Financial Institution Management 3-0-3
Prerequisite: FIN 3360 with a grade of "C" or better. Principles of financial institution management. Topics include functions and types of financial institutions, regulation of financial institutions, financial statement and performance analysis for financial institutions, credit and interest rate management, asset and liability management, and non-interest income management.
- FIN 4900 Current Issues in Finance 3-0-3 each
Prerequisite: FIN 3360 with a grade of "C" or better. A survey of selected finance topics. The underlying theory and practical implications of these topics to the business world are examined. May be taken more than once if the topics are different, up to 9 hours.
- FIN 4980 Finance Internship 3 hours credit
Prerequisite: Faculty approval. Graded "Satisfactory" or "Unsatisfactory." The application of academic finance skills and values in an employment situation. A research project, approved by a faculty member and the employer, is required.
- FIN 4990 Directed Study in Finance 3 hours credit
Prerequisite: Faculty approval. A special project undertaken by the student. The project is guided by a faculty member and culminates in a research report.

FLED: FOREIGN LANGUAGE EDUCATION

- FLED 2999 Entry to the Education Profession 0 hours credit
Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.
- FLED 3500 Foreign Language in the Elementary School 1-0-1
Prerequisite: FLED 2999. Co-requisite: FLED 3510. A study of current methodological and technological trends in curriculum and instruction at the elementary school level, including the traditional content-based foreign language in the elementary school (FLES) programs, foreign language exploratory programs (FLEX), and language immersion and two-way immersion programs.
- FLED 3510 Elementary Classroom Laboratory 0-2-1
Prerequisite: FLED 2999. Co-requisite: FLED 3500. Implementation and assessment of appropriate elementary (P-5) classroom activities and lessons for second language acquisition in collaboration with a primary school teacher and university member.

- FLED 4500 Curriculum and Methods of Foreign Languages 2-0-2
Prerequisites: FLED 2999 and Senior standing. Co-requisite: FLED 4510. Methods of teaching foreign languages at the secondary-school levels to students whose first language is English. Review of theories of second language acquisition, instructional strategies and materials, methods of evaluating proficiency and progress, curriculum, and professional organizations and resources.
- FLED 4510 Classroom Laboratory 1-0-1
Prerequisite: FLED 2999. Co-requisite: FLED 4500. Implementation and assessment of appropriate classroom activities and lessons in collaboration with a secondary teacher and university faculty.
- FLED 4600 Methods and Materials for Teaching ESOL 3-0-3
Prerequisites: LING 4000 and LING 4160. Methods of teaching English at both the elementary- school and secondary-school levels to students whose first language is not English. Review of theories of second language acquisition, instructional strategies and materials, methods of evaluating proficiency and progress, curriculum, and professional organizations and resources.
- FLED 4780 Internship in Foreign Language Education 6 hours credit
Prerequisite: Completion of course work and consent of department. Supervised teaching experience in foreign language education providing for demonstration of teaching competency. Six hours per semester for a maximum of 2 semesters.
- FLED 4790 Student Teaching 10 hours credit
Prerequisite: Senior Standing. Corequisite: FLED 4800. The capstone experience providing opportunity for students to implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.
- FLED 4800 Professional Development Seminar 2-0-2
Prerequisite: Senior Standing. Corequisite: FLED 4790. The capstone experience requiring student teachers to reflect upon their teaching experiences through interactions with peers, secondary education professionals and other educators in their content area. The preparation and presentation of a portfolio reflecting their student teaching experience is required.

FREN: FRENCH

- FREN 1001 Beginning French Language and Introduction to Francophone Cultures, I 3-0-3
Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. FREN 1001 is not open for credit to students with two or more years of high school French or the equivalent.
- FREN 1002 Beginning French Language and Introduction to Francophone Cultures, II 3-0-3
Prerequisite: FREN 1001 or the equivalent. A continuation of FREN 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

- FREN 1111 Intensive French Language and Francophone Cultures 3-0-3
Prerequisite: Two or more years of high school French or the equivalent. Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. FREN 1111 is a one-semester combination of FREN 1001 and FREN 1002. This course is designed for those students not fully prepared for the 1002 level. FREN 1111 reviews the concepts presented in FREN 1001 and advances the student through the material of FREN 1002.
- FREN 2001 Intermediate French Language & Francophone Cultures, I 3-0-3
Prerequisite: FREN 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.
- FREN 2002 Intermediate French Language & Francophone Cultures, II 3-0-3
Prerequisite: FREN 2001 or the equivalent. A continuation of FREN 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.
- FREN 3000 French Grammar and Composition 3-0-3
Prerequisite: FREN 2001 and FREN 2002 or MCL departmental approval. A thorough review and expansion of the main grammatical concepts, rules, and applications studied in FREN 1001, 1111 or 1002, 2001, and 2002 courses. A practical application of grammar study through translations (English to French), formal/informal writing and refinement of self-editing skills.
- FREN 3110 French Culture and Civilization I 3-0-3
Prerequisite: FREN 2002 or permission of instructor. A survey of the historical, sociological, literary, and artistic developments of France up to modern times. As part of the Georgia French Collaborative, this is a distance-learning course conducted in French.
- FREN 3120 French Culture and Civilization II 3-0-3
Prerequisite: FREN 2002 or permission of instructor. A survey of the historical, sociological, philosophical, literary, and artistic developments of modern-day France and the Francophone world. As part of the Georgia French Collaborative, this is a distance-learning course conducted in French.
- FREN 3301 Conversation and Composition I 3-0-3
Prerequisite: FREN 2002 or consent of instructor. The development of students' proficiency in spoken and written French. Conversations will be based on communicative situations which students would encounter in the French-speaking world. Written activities will enable the student to react to typical exchanges which require written responses.
- FREN 3302 Conversation and Composition II 3-0-3
Prerequisite: FREN 3301 or consent of instructor. Continued development of students' skills in spoken and written French. The students will discuss and write topics that include narration, defense of ideas, criticism, hypotheses, literature, etc.

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.

- FREN 3400 Introduction to Literature 3-0-3
Prerequisite: FREN 2002 or consent of instructor. The development of students' reading skills and knowledge of the major literary genres. Texts are from contemporary sources and traditional literary selections of prose, poetry, and theater.
- FREN 3410 Francophone Literature 3-0-3
Prerequisite or co-requisite: FREN 3301 or consent of instructor. Selected works of twentieth-century Francophone writers from the French-speaking community outside of France, especially the Caribbean, Africa, and Quebec.
- FREN 3450 Current Events of the French-Speaking World 2-0-2
Prerequisite: FREN 3301 or consent of instructor. A practical study of French TV and radio programs and other authentic media sources.
- FREN 3610 Women Writers of 17th-century France 3-0-3
Prerequisite: FREN 3400 or consent of instructor. Selected literary works of major women writers of 17th-century France.
- FREN 3621 Survey of French Literature I 3-0-3
Prerequisite: FREN 3400 or consent of instructor. Selected major literary works, authors, and literary movements of France from the Middle Ages through the 18th century.
- FREN 3622 Survey of French Literature II 3-0-3
Prerequisite: FREN 3400 or consent of instructor. Selected major literary works, authors, and literary movements of France from the 19th century to the present.
- FREN 3630 Topics in French Language or Literature 1-0-1
Prerequisite: FREN 3302 and FREN 3400 or consent of instructor. Intensive study to improve the student's ability in a particular area of French language or Francophone literature. This course requires independent work of the student and may be repeated with different topics for a total of 3 hours.
- FREN 4110 Advanced Grammar and Composition 3-0-3
Prerequisite: FREN 2002 or consent of instructor. An advanced study of grammar, syntax, and vocabulary, with refinement of writing skills through composition. As part of the Georgia French Collaborative, this is a distance-learning course conducted in French.
- FREN 4210 Business French 3-0-3
Prerequisite: FREN 2002 or permission of instructor. An introduction to the economic and business practices of contemporary France and the Francophone world. As part of the Georgia French Collaborative, this is a distance-learning course conducted in French.
- FREN 4400 French Phonetics and Advanced Conversation 3-0-3
Prerequisite: FREN 3302 or consent of instructor. Study of phonetic principles and their applications.
- FREN 4420 French Translation: English to French 3-0-3
Prerequisite: FREN 4410 or consent of instructor. Translation techniques from English to French, including idiomatic expressions and extensive practice in written French.
- FREN 4650 French Literature of the Twentieth Century 3-0-3
Prerequisite: FREN 3622 or consent of instructor. Selected major literary works of France, from 1901 to the present.
- FREN 4950 Directed Study 3-0-3
Prerequisite: FREN 4400, FREN 4410, or consent of instructor. Study in an area or topic of Francophone literature or the French language not normally found in established courses offered by the department. The work is done under the supervision of a professor.
- FREN 4960 Study Abroad Special Topics 3-0-3
Consult the Department of Modern and Classical Languages regarding arrangements, requirements, and credit. May be repeated for a maximum of 9 hours if topics are different.

- FREN 4970 Study Abroad Practicum 1 hour credit
Prerequisite: FREN 2002 or consent of the instructor. Orientation to the study abroad experience. Pre-departure sessions will focus on preparing the student to achieve the maximum learning potential from his/her stay in the selected site. Assigned readings and videos and regular discussion with the supervising instructor will familiarize the student with significant cultural practices that may differ from those of U.S. society and with geographical and historical features of the region as well as prepare him/her to function in the daily life of the community. A series of activities will be designed for the student to complete during the study abroad stay, and upon his/her return, the student will make at least three presentations related to the study abroad experience to university French classes, elementary, middle or high school classes, or community organizations. The course is a requirement for all French majors and minors who participate in a study abroad program. Credit for the course is in addition to other credit earned through the study abroad program.
- FREN 4980 Community Practicum 1 hour credit
Graded "Satisfactory" or "Unsatisfactory." A practical application of students' skills in French. Students will either tutor students enrolled in public or private schools or complete a research project that requires extensive use of all language skills. This course may be repeated for up to 4 credit hours. Field trips comprise 70% of the final grade.
- FREN 4990 Senior Seminar 3-0-3
Prerequisite: Senior Standing. An all-inclusive communication skills course. This course focuses on the four basic skills: reading, listening, speaking and writing. It is designed to assess and reinforce the skills the student has acquired as a French major. Required of all French majors.

GENS: GENERAL STUDIES

- GENS 2000 Introduction to Interdisciplinary Studies 3-0-3
An introduction to the theory of interdisciplinarity. The course focuses on exploring common pathways and connections among disciplines. It enables students to develop a personal theory of interdisciplinary studies and culminates in a detailed plan for an individualized major.
- GENS 4000 Interdisciplinary Studies Capstone 3-0-3
Planned seminars, directed study, and a project will be used to demonstrate mastery of interdisciplinary study. The course provides the opportunity for synthesis and critical assessment of multiple interdisciplinary foci into a coherent whole.
- GENS 4100 General Studies Seminar 3-0-3
Prerequisite: Approval of the General Studies Coordinator. A seminar incorporating selected topics to include primary field of study, ethical issues, and selected topics of interest providing a capstone experience.
- GENS 4200 Directed Study in Human Resources 1-0-1 to 3-0-3
Prerequisite: Senior standing and permission of advisor, instructor, and General Studies Coordinator. Directed research, readings, or project in the field of human resources with regular conferences between instructor and student. An opportunity for mature students with experiential learning to integrate theory and practical applications on a one time basis.
- GENS 4900 Internship 3 to 15 hours credit
Prerequisite: Senior standing, advisor's and General Studies Coordinator's approval. A supervised practical experience to integrate theories and practical applications of the various components of the program. The number of credit hours granted is dependent upon the program, academic work, requirements, and nature of participation.

GEOG: GEOGRAPHY

- GEOG 1100 Introduction to Geography 3-0-3
A broad introduction to the field of geography, with its various traditions, subfields, and associated technologies. Topic areas covered include the multiple aspects of cultural and physical geography and tools used in the discipline, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).
- GEOG 1101 Introduction to Human Geography 3-0-3
A survey of global patterns of resources, population, culture and economic systems. Emphasis is placed upon the factors contributing to these patterns and the distinctions between the technologically advanced and less advanced regions of the world.
- GEOG 1102 World Regional Geography 3-0-3
Examination of the interaction among the developed and developing regions of the world. Particular emphasis is placed on the interrelationships of historical, cultural, economic and political elements in critical areas of the world.
- GEOG 1103 Geographic Perspectives on Multiculturalism in the U.S. 3-0-3
Geographic factors underlying multi-culturalism and ethnic relationships in the U.S. Three interrelated themes are emphasized: the spatial development and organization of culture; population growth, migration, and urbanization; and the spatial dimensions of political, economic, and social processes.
- GEOG 1110 Our Hazardous Environment 3-0-3
Also offered as GEOL 1110. A detailed examination of physical environmental hazards that influence human health and habitation. Lectures focus on the causes, processes, and results of naturally occurring and human-induced geologic, hydrologic, and atmospheric events, such as earthquakes, mudflows, floods, hurricanes, soil erosion, and nuclear and toxic waste. Some mathematics is used.
- GEOG 1112K Introduction to Weather and Climate 3-2-4
Pre- or corequisite: MATH 1101 or higher. Weather components, processes, and their measurements. Climatic elements and their control factors and geographic classification of climatic and vegetation types are also discussed.
- GEOG 1113K Introduction to Land Forms 3-2-4
Pre- or corequisite: MATH 1101 or higher. Introductory analysis and classification of major types of land surfaces, stressing geographic characteristics. Study and interpretation of relationships between landforms and other phenomena through maps, aerial photos, and field observations. World coverage with emphasis on North America.
- GEOG 1125 Resources, Society, and Environment 3-0-3
Interactions between physical systems and human activities and their effects on environmental quality and stability. Topics include geography of population and resource consumption, food production, water and air quality, energy policy, land/biotic resource management. Contrasting social, ethical, and technological perspectives on environmental concerns are explored.
- GEOG 2010 Tools of Environmental Geography 0-2-1
An introduction to research techniques for the incoming Environmental Geography major. Includes laboratory safety, research methods, exploration of resources (library and Internet), and an outline of the discipline.
- GEOG 3020 Geoscience Perspectives on Global Climate Change 2-0-2
Also offered as GEOL 3020. Prerequisite: GEOG/GEOL 1110 or GEOG 1113K or GEOL 1121K. Study of global climate change from the perspective of the geoscientist. Topics include whether or not global climate change is occurring, possible causes of global climate change, climate change in the geologic record, implications of climate change on the human population, and proposed methods and policies designed to limit or reverse processes believed to lead to global climate change.

- GEOG 3050 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 3051 Introduction to Geographic Information Systems 2-2-3
Prerequisite: Junior standing or permission of the instructor. An examination of geographic information systems, including methods of capture, storage, analysis, and display of spatially-referenced data. Laboratory exercises provide experience with typical GIS operations and applications.
- GEOG 3052 Advanced Geographic Information Systems 2-2-3
Prerequisite: GEOG 3051. Advanced applications of GIS including: overlay analysis, writing short macros for repetitive operations, spatial modeling and technical support of complex land use and natural resource management decision making. Laboratory exercises designed to form a cartographic and software portfolio for students.
- GEOG 3053 Application Issues in Geographic Information Systems 3-0-3
Prerequisite: GEOG 3051. Operational and planning issues in GIS. Students will learn which issues need to be considered when proposing and implementing software/hardware GIS and will have opportunities to evaluate how a GIS can be used to solve specific planning problems.
- GEOG 3100 Regional Planning and Environmental Management 3-0-3
Prerequisite: Consent of instructor. Introduction to planning for economic development, service provision and resource management at scales larger than municipalities with an emphasis on the environmental impacts of planning policy and regulation.
- GEOG 3120 Geosciences Field Trip 3 hours credit
Also offered as GEOL 3120. Prerequisites: GEOG 1113K or GEOL 1121K. A study of the geology and geography of a selected region during the first week, followed by a two-week field trip to points of interest. The interactions among geology, surficial processes, and organisms and how those interactions impact humans will be emphasized. Field trip destination is different each summer. Student fee required. Offered only during Summer Session I.
- GEOG 3150 Meteorology and Climatology 3-0-3
Prerequisites: GEOG 1112 and 1113, MATH 1113. A detailed examination of atmospheric motions and climatic controls including the Earth's radiation and energy balance, air mass dynamics, weather systems, and past and present climates of the Earth.
- GEOG 3200 History of Life 2-3-3
Also listed as GEOL 3200. Prerequisite: Sophomore standing and consent of instructor. Principles of paleontology with emphasis on the history of life including vertebrates. Includes an account of the outstanding forms of life from the beginning of earthtime to the present, and those paleontologically significant groups that are uncommon, different, or extinct today.
- GEOG 3210 An Introduction to Hydrology 3-2-4
Also listed as GEOL 3210. Prerequisites: GEOL 1121 or GEOG 1112, and GEOG 1113. An introduction to surface and sub-surface hydrology, examining components of the hydrologic cycle. Topics include local and global water balance, precipitation, interception and infiltration, runoff, stream flow, water storage, and groundwater. This course makes use of some mathematical equations.
- GEOG 3240 Hydrogeology 3-0-3
Also listed as GEOL 3240. Prerequisites: GEOL 1121 or GEOG 1112, and GEOG 1113. Introduction to the hydrology of groundwater. Study of the subsurface part of the hydrologic cycle and description of the occurrence, movement, and management of groundwater as a renewable resource. Special emphasis on surface water-groundwater interactions, sensitivity of karst aquifers to environmental stresses, water quality, groundwater contaminations, and field methods that are applied in groundwater studies. Weekend field trip(s) required.

- GEOG 3300 An Introduction to Process Geomorphology 3-3-4
 Also listed as GEOL 3300. Prerequisite: GEOL 1121, or GEOG 1112 and GEOG 1113. An introduction to process geomorphology examining landforms and their formative processes. Topics include weathering and slope, fluvial, coastal, aeolian, glacial and periglacial processes, and the application of soils to geomorphology. This course makes use of some mathematical equations. Field trip required.
- GEOG 3310 Physiography of North America 3-0-3
 Prerequisites: GEOL 1121, or GEOG 1112 and 1113, or consent of the instructor. The physiographic description, including the landforms, soils, structural framework, climate, plant and animal geography, natural resources, and the unique environmental problems of each major physiographic province of the United States and Canada, including Alaska, Hawaii, and Puerto Rico.
- GEOG 3320 Geomorphology of Fluvial and Coastal Environments 3-0-3
 Also listed as GEOL 3320. Prerequisite: GEOG 3300. An examination of processes and landforms in fluvial (river) and coastal environments. Fluvial topics include channel geometry and pattern, characteristics of flow, sediment load, bedforms, and floodplains. Coastal topics include the study of waves and tides, coastal sediment transport, beaches, and the effects of changing sea level. This course makes use of some mathematical equations.
- GEOG 3330 Geology, Hydrogeology, and Environmental Issues in Georgia 3-0-3
 Also listed as GEOL 3330. Prerequisite: GEOL 1121K. An overview of the geologic framework of Georgia and surrounding states, with emphasis on topical hydrogeologic and environmental issues that impact Georgia's environment. Students receive the appropriate geologic background necessary for careers that address environmental issues in the southeastern United States. One or more field trips to locations in the area will be included.
- GEOG 3410 Cultural Geography 3-0-3
 Prerequisite: consent of the instructor. A study of the Earth as the home of humankind, emphasizing the spatial and functional complexes of human geography. Topics to be considered are population, settlement form, settling processes, resources, and economic, political, and societal organizations.
- GEOG 3510 Urban Community Planning 3-0-3
 Principles and applications of planning for neighborhoods, towns and cities with an emphasis on the United States. Topics covered include: public services, land-use decision making, economic development, growth management and the role of non-government organizations.
- GEOG 3610 Economic Geography 3-0-3
 Prerequisites: GEOG 1102, or GEOG 1112 and 1113, or consent of the instructor. A study of areal variations in human economic activities as related to production, exchange, and consumption of economic goods and services. Emphasis is placed on location of economic activities and related theories.
- GEOG 3710 Environmental Soil Science 3-3-4
 Also listed as GEOL 3710. 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 3810 Introduction to Biogeography 3-0-3
 Prerequisites: GEOG1112, GEOG 1113, and BIOL 2010, or consent of the instructor. An overview of spatial and temporal patterns in the distributions of plant and animal species across the Earth's surface. Topics covered include ecosystem dynamics, biodiversity, competition and predation, interpreting past life, effects of climate change, and effects of community disturbances.
- GEOG 3910 European Geography 3-0-3
 A survey of European geography, with a special emphasis on the European Union. Topic areas covered include physical, economic, political, and cultural geography of Europe.

- GEOG 3920 Geography of the Middle East 3-0-3
A survey of the nations of the Middle East, with a special emphasis on the Arab-Israeli conflict. Topic areas covered include physical, economic, political, and cultural geography of the Middle East.
- GEOG 4700 Field Methods in Environmental Geography 2-4-4
Prerequisite: Junior Standing and consent of instructor. Study of field techniques and field problems in physical geography. Course includes classroom presentations, field projects, field trips, and writing technical reports.
- GEOG 4800 Internship in Environmental Geography 3 to 6 hours credit
Prerequisite: consent of instructor and department head. Graded "Satisfactory" or "Unsatisfactory." A supervised, practical experience using physical geography skills in an appropriate organization. Provides the student with an opportunity to apply skills learned during pursuit of environmental geography degree to real world situations.
- GEOG 4850 Capstone in Environmental Geography 3-0-3
Prerequisite: consent of instructor. Discussion of the scholarly use of materials in various aspects of physical geography, training for effective data collection and analysis, and practice in effective presentation in both written and oral form.
- GEOG 4860 Senior Thesis I 2-0-2
Prerequisite: Senior standing and consent of the instructor. The first course in a two-semester research project designed by the student and supervising faculty member(s) in a suitable area of interest. Students will prepare and present the results of their research project as both an oral presentation and written paper. This project may incorporate any of the diverse areas of study related to the field of Environmental Geography approved by the supervising faculty. This course will allow students to apply the knowledge acquired from prior coursework in the Environmental Geography program to a real world research project within the discipline. Students will design their project and gather data during this portion of the course sequence.
- GEOG 4861 Senior Thesis II 2-0-2
Prerequisite: GEOG 4860. The second course in a two-semester research project designed by the student and a supervising faculty member in a suitable area of interest. Students will prepare and present the results of their research project as both an oral presentation and written paper. This project may incorporate any of the diverse areas of study related to the field of Environmental Geography as long as it is approved by the supervising faculty. This course will allow the student to apply the knowledge acquired from prior coursework in the Environmental Geography program to a real world research project within the discipline. Students will continue data collection begun in Senior Thesis I, in addition to data analysis and presentation of their project
- GEOG 4900 Special Topics in Geography 1-0-1 to 4-4-6
Prerequisite: consent of instructor. Topic to be assigned by instructor; the course may be repeated more than once if the topics are different.
- GEOG 4990 Directed Study in Geography 1-0-1 to 4-4-6
Prerequisite: at least Junior standing and permission of advisor, instructor, and Department Head. Study in area or subject not normally found in established courses offered by the department; may also allow students to explore in more detail and/or depth an area or subject covered by the department.

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.

GEOL: GEOLOGY

- GEOL 1110 Our Hazardous Environment 3-0-3
Also offered as GEOG 1110. A detailed examination of physical environmental hazards that influence human health and habitation. Lectures focus on the causes, processes, and results of naturally occurring and human-induced geologic, hydrologic, and atmospheric events, such as earthquakes, mudflows, floods, hurricanes, soil erosion, and nuclear and toxic waste. Some mathematics is used.
- GEOL 1121K Principles of Physical Geology 3-2-4
Pre- or corequisite: MATH 1101 or higher. An introduction to the physical processes responsible for the formation and ever-continuing modification of our Earth. Topics covered include the structure of the Earth and plate tectonics, volcanoes and earthquakes, formation of minerals and the rock cycle, origin and evolution of the landscape, and groundwater and energy resources.
- GEOL 1122K Principles of Historical Geology 3-2-4
Pre- or co-requisite: MATH 1101 or higher. An introduction to the physical and biological development of the Earth from its cosmic beginning to the present, with emphasis on reconstructing sedimentary environments, tectonic processes, and life forms represented in selected regions of North America. Topics covered include families of rocks, principles and concepts of geologic time, origin and interpretation of sedimentary rocks, evolution, plate tectonics, origin of the solar system, and a survey of Earth history through time.
- GEOL 3010 Environmental Geology 2-2-3
Prerequisite: Two natural science lab courses. The application of basic geologic principles and techniques to problems in land-use planning, resource management, waste disposal, conservation, energy plant siting, under-and-above-ground construction, subsidence, construction in seismic areas, slope-stability, urban development and other problems resulting from human interaction with the geological habitat.
- GEOL 3020 Geoscience Perspectives on Global Climate Change 2-0-2
Also offered as GEOG 3020. Prerequisite: GEOG/GEOL 1110 or GEOG 1113K or GEOL 1121K. Study of global climate change from the perspective of the geoscientist. Topics include whether or not global climate change is occurring, possible causes of global climate change, climate change in the geologic record, implications of climate change on the human population, and proposed methods and policies designed to limit or reverse processes believed to lead to global climate change.
- GEOL 3050 Oceanography 3-0-3
Prerequisite: Two natural science lab courses. The physical, chemical, geological, and biological characteristics of the ocean and the interactions between the hydrosphere, lithosphere, atmosphere, and biosphere.
- GEOL 3100 Principles of Mineralogy/Petrology 3-3-4
Prerequisites: Sophomore standing, GEOL 1121K and GEOL 1122K, and consent of instructor. An introduction to mineral and rock identification, and the study of the genesis, occurrence, and uses of common minerals and rocks. Laboratory consists of identification of common rocks and minerals.
- GEOL 3101 Mineralogy 3-3-4
Prerequisites: GEOL 1121K and CHEM 1151K-1152K, or their equivalents, and/or consent of the instructor. The classification, identification, and crystallography of the principal rock-forming minerals, silicate and non-silicate; and the introduction to the use of the petrographic microscope in the study of the crystallography and identification of minerals.

- GEOL 3102 Petrology and Petrography 3-3-4
 Prerequisite: GEOL 3101 and/or consent of instructor. Genesis, classification, and properties of igneous, metamorphic, and sedimentary rocks. Laboratory includes the use of analytical methods, hand specimens, thin-section study with the petrographic microscope, and the macroscopic and microscopic properties of important rock types.
- GEOL 3103 Environmental Mineralogy and Clay Materials 3-3-4
 Prerequisites: GEOL 1121K and CHEM 1211K. An introduction to basic concepts of crystallography, mineralogy, and clay minerals, stressing environmental uses and applications. Includes mineral systems, analytical techniques, and basic clay surface chemistry. Laboratory exercises focus on practical applications of mineralogy useful to the modern environmental scientist. Weekend field trips required.
- GEOL 3120 Geosciences Field Trip 3 hours credit
 Also offered as GEOG 3120. Prerequisites: GEOG 1113K or GEOL 1121K. A study of the geology and geography of a selected region during the first week, followed by a two-week field trip to points of interest. The interactions among geology, surficial processes, and organisms and how those interactions impact humans will be emphasized. Field trip destination is different each summer. Student fee required. Offered only during Sumer Session I.
- GEOL 3200 History of Life 2-3-3
 Prerequisite: Sophomore standing and consent of instructor. Principles of paleontology with emphasis on the history of life including vertebrates. Includes an account of the outstanding forms of life from the beginning of earthtime to the present, and those paleontologically significant groups that are uncommon, different, or extinct today.
- GEOL 3210 An Introduction to Hydrology 3-2-4
 Also listed as GEOG 3210. Prerequisites: GEOL 1121 or GEOG 1112 and GEOG 1113. An introduction to surface and sub-surface hydrology, examining components of the hydrologic cycle. Topics include local and global water balance, precipitation, interception and infiltration, runoff, stream flow, water storage, and groundwater. This course makes use of some mathematical equations.
- GEOL 3220 Invertebrate Paleontology 2-2-3
 Prerequisites: GEOL 1122K or BIOL 2270 or permission of instructor. Identification, classification, and natural history of major groups of invertebrates preserved as fossils in the geologic record, with special attention to those forms commonly encountered in the southeastern United States. Emphasis in laboratory will include taxonomic affinities and functional morphology. Saturday (optional) field trips will be scheduled to local areas of interest.
- GEOL 3230 Vertebrate Paleontology 2-2-3
 Prerequisites: GEOL 1121K and GEOL 1122K, or BIOL 2010 and BIOL 2270. Geologic history and evolution of animals with backbones, with coverage of extinct groups such as the Dinosauria.
- GEOL 3240 Hydrogeology 3-0-3
 Also listed as GEOG 3240. Prerequisites: GEOL 1121 or GEOG 1112, and GEOG 1113. Introduction to the hydrology of groundwater. Study of the subsurface part of the hydrologic cycle and description of the occurrence, movement, and management of groundwater as a renewable resource. Special emphasis on surface water-groundwater interactions, sensitivity of karst aquifers to environmental stresses, water quality, groundwater contaminations, and field methods that are applied in groundwater studies. Weekend field trip(s) required.
- GEOL 3250 Micropaleontology 2-2-3
 Prerequisites: GEOL 1122K, GEOL 3210, or consent of instructor. The classification, stratigraphic relationships, and methods of study of microfossils with emphasis on the stratigraphically important groups.

- GEOL 3300 An Introduction to Process Geomorphology 3-3-4
 Also listed as GEOG 3300. Prerequisite: GEOL 1121, or GEOG 1112 and GEOG 1113. An introduction to process geomorphology examining landforms and their formative processes. Topics include weathering and slope, fluvial, coastal, aeolian, glacial and periglacial processes, and the application of soils to geomorphology. This course makes use of some mathematical equations. Field trip required.
- GEOL 3320 Geomorphology of Fluvial and Coastal Environments 3-0-3
 Also listed as GEOG 3320. Prerequisite: GEOG 3300. An examination of processes and landforms in fluvial (river) and coastal environments. Fluvial topics include channel geometry and pattern, characteristics of flow, sediment load, bedforms, and floodplains. Coastal topics include the study of waves and tides, coastal sediment transport, beaches, and the effects of changing sea level. This course makes use of some mathematical equations.
- GEOL 3330 Geology, Hydrogeology, and Environmental Issues in Georgia 3-0-3
 Also listed as GEOG 3330. Prerequisite: GEOL 1121K. An overview of the geologic framework of Georgia and surrounding states, with emphasis on topical hydrogeologic and environmental issues that impact Georgia's environment. Students receive the appropriate geologic background necessary for careers that address environmental issues in the southeastern United States. One or more field trips to locations in the area will be included.
- GEOL 3410 Structural Geology 3-3-4
 Prerequisites: GEOL 1121K and GEOL 1122K; MAT 1112 or equivalent. Structural features of rocks, such as folds, faults, joints, cleavage, and primary structures, including their origin, classification, analyses and economic relationships. A study of tectonic plate motion is included. Laboratory work includes depth and thickness problems, structure sections, and structure contour maps.
- GEOL 3450 Field Methods in Geology 2-4-4
 Prerequisites: Sophomore standing, GEOL 1121K and GEOL 1122K, and consent of instructor. An introduction to the basic tools and techniques used in preparation of topographic and geologic maps, and profiles and cross-sections. Includes uses of plane table, alidade, Brunton compass, and aerial photographs.
- GEOL 3500 Principles of Geochemistry 3-2-4
 Prerequisites: GEOL 1121K and CHEM 1151K, or consent of the instructor. The application of chemical principles to study of geological and environmental processes. Course emphasis is on understanding processes that influence the chemistry of water, sediment, and soil. Specific topics include aqueous solutions, thermodynamics, mineral-water equilibria, oxidation-reduction reactions, and radiogenic and stable isotopes. Laboratory component of the course is field-based.
- GEOL 3510 Environmental Issues in Economic Geology 3-0-3
 Prerequisite: GEOL 1121K. An introduction to the concepts and practice of economic geology, with emphasis on the environmental impact of resource exploitation focusing on the resource industries that exist in Georgia and surrounding states. Topics include traditional metals-based economic geology, industrial minerals, and energy-based resources. One or more field trips to locations in the area will be included.
- GEOL 3710 Environmental Soil Science 3-3-4
 Also listed as GEOG 3710. Prerequisites: CHEM 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 4110 Principles of Sedimentation and Stratigraphy 3-2-4
 Prerequisites: GEOL 1121K and GEOL 1122K. Corequisite: GEOL 3410. The interrelationships of sedimentation, stratigraphy, and paleogeography; methods in sediment studies, stratigraphic interpretation, and correlation. Field trips required.

- GEOL 4900 Special Topics in Geology 1-0-1 to 4-4-6
Prerequisite: GEOL 1121K and GEOL 1122K, or equivalent, and consent of instructor. Topics to be assigned by instructor; may be taken more than once if topics are different; up to a total of 6 credit hours.
- GEOL 4950 Directed Studies in Geology 1-0-1 to 4-4-6
Prerequisites: GEOL 1121K and GEOL 1122K; Junior standing; and permission of advisor, instructor, and Department Head. Study of subjects not normally found in established courses offered by this department; may also allow students to explore in more detail and/or depth subjects covered by this department, up to a maximum of 6 credit hours.

GRMN: GERMAN

- GRMN 1001 Beginning German Language and Introduction to German Culture, I 3-0-3
Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. GRMN 1001 is not open for credit to students with two or more years of high school German or the equivalent.
- GRMN 1002 Beginning German Language and Introduction to German Culture, II 3-0-3
Prerequisite: GRMN 1001 or the equivalent. A continuation of GRMN 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.
- GRMN 1111 Intensive German Language & German Culture 3-0-3
Prerequisite: Two or more years of high school German or the equivalent. Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. GRMN 1111 is a one-semester combination of GRMN 1001 and GRMN 1002. This course is designed for those students not fully prepared for the 1002 level. GRMN 1111 reviews the concepts presented in GRMN 1001 and advances the student through the material of GRMN 1002.
- GRMN 2001 Intermediate German Language and German Culture, I 3-0-3
Prerequisite: GRMN 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.
- GRMN 2002 Intermediate German Language and German Culture, II 3-0-3
Prerequisite: GRMN 2001 or the equivalent. A continuation of GRMN 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

- GRMN 3310 Intermediate Reading 3-0-3
Prerequisite: GRMN 2002 or consent of instructor. The development of students' proficiency in spoken and written German. The readings will be based on material from contemporary sources, including prose, poetry, and theater.
- GRMN 3320 Intermediate Grammar and Composition 3-0-3
Prerequisite: GRMN 2002 or consent of instructor. Continued study of the major difficulties of German grammar with practice in compositions.
- GRMN 3540 German Popular Literature 3-0-3
Prerequisite: GRMN 3310 or consent of the instructor. Study of lyrical forms, such as the ballads and poems of selected major authors and the lyrics of the common people over several centuries. A study of prose forms of popular literature, such as fairy tales and contemporary children's books.
- GRMN 3551 German Culture and Civilization I 3-0-3
Prerequisite: GRMN 3310 or 3320 or consent of the instructor. Study of geography, history, and educational and political systems in Germany, with attention given to music, art, and letters.
- GRMN 3552 German Culture and Civilization II 3-0-3
Prerequisite: GRMN 3310 or 3320 or consent of the instructor. Study of current issues in Germany. Selected readings and discussion from the German press, radio and TV, and literary texts.
- GRMN 3560 Survey of German Poetry 3-0-3
Prerequisite: GRMN 3310 or consent of the instructor. Study of representative poetry over the centuries with the focus on the development of content and form.
- GRMN 3570 Survey of 18th- and 19th-Century German Theater 3-0-3
Prerequisite: GRMN 3310 or consent of the instructor. Study of selected plays in their entirety with emphasis on the social changes in German society.
- GRMN 3580 Contemporary Works in German—Language & Literature 3-0-3
Prerequisite: GRMN 3310 or consent of the instructor. Study of selected works in their entirety with emphasis on current social concerns in the German-speaking world.
- GRMN 4410 Advanced Conversation 3-0-3
Prerequisite: GRMN 2002 or consent of instructor. Intensive approach to spoken German based on everyday activities and occurrences.
- GRMN 4420 Questions of Gender in German-Language Texts 3-0-3
Prerequisite: GRMN 3310 or consent of the instructor. Study of the works of women authors in the German-speaking world and of the treatment of gender in other texts.
- GRMN 4950 Directed Study 3-0-3
Prerequisite: GRMN 3310 or consent of the instructor. Study in a special area of German literature or the German language not normally found in established courses offered by the department. The work is done under the supervision of a professor.
- GRMN 4960 Study Abroad Special Topics 3-0-3
Consult the Department of Modern and Classical Languages regarding arrangements, requirements, and credit. May be repeated for a maximum of 9 hours if topics are different.

HIST: HISTORY

- HIST 1011 History of Civilization I 3-0-3
Survey of the development of major world civilizations from antiquity through the fourteenth century. Emphasis will be placed on the cultural achievements of each civilization.
- HIST 1011H Honors History of Civilization I 3-0-3
Survey of world civilizations from antiquity through the fourteenth century. Emphasis will be placed on the cultural achievements of each civilization; taught in an enriched environment.
- HIST 1012 History of Civilization II 3-0-3
Survey of early modern world civilizations from the fifteenth through the eighteenth century. Emphasis will be placed on the growing interactions of world cultures.
- HIST 1012H Honors History of Civilization II 3-0-3
Survey of early modern world civilization from the fifteenth through the eighteenth centuries. Emphasis will be placed on the growing interactions of world cultures; taught in an enriched environment.
- HIST 1013 History of Civilization III 3-0-3
Survey of world civilizations during the nineteenth and twentieth centuries. Emphasis will be placed on the impact of industrialization, global conflict, and the emergence of the Third World.
- HIST 1013H Honors History of Civilization III 3-0-3
Survey of world civilizations during the nineteenth and twentieth centuries. Emphasis will be placed on the impact of industrialization, global conflict, and the emergence of the Third World; taught in an enriched environment.
- HIST 2111 United States History to 1865 3-0-3
A survey of the major political, economic, social, and cultural developments in the United States and Georgia to 1865. (Either HIST 2111 or HIST 2112 satisfies legislative requirements for U.S./Georgia History.)
- HIST 2111H Honors United States History to 1865 3-0-3
A survey of the major political, economic, social, and cultural developments in the United States and Georgia to 1865, taught in an enriched environment. (Either HIST 2111H or HIST 2112H satisfies legislative requirements for U.S./Georgia History.)
- HIST 2112 United States History Since 1865 3-0-3
A survey of the major political, economic, social, and cultural developments in the United States and Georgia since 1865. (Either HIST 2111 or HIST 2112 satisfies legislative requirements for U.S./Georgia History.)
- HIST 2112H Honors United States History Since 1865 3-0-3
A survey of the major political, economic, social, and cultural developments in the United States and Georgia since 1865, taught in an enriched environment. (Either HIST 2111H or HIST 2112H satisfies legislative requirements for U.S./Georgia History.)
- HIST 3000 Study of History 3-0-3
Prerequisites: ENGL 1101 or 1101H, and ENGL 1102 or 1102H; nine (9) semester hours from HIST 1011 or 1011H, 1012 or 1012H, 1013 or 1013H, 2111 or 2111H, 2112 or 2112H; declaration of a major in history. An overview of the study of history, with emphasis on historiography and historical methods. Must be taken as, or concurrently with, the first upper-division history course.
- HIST 3010 Women in Ancient Greece and Rome 3-0-3
Also offered as WMST 3010. Issues of particular relevance to women in Greek and Roman society and their modern parallels. Topics include: social, political, and legal rights; the family, marriage, and children; health issues; women and work.

- HIST 3020 The Status of Women: Historical Perspectives 3-0-3
 Also offered as WMST 3020. Women in the Western historical tradition with emphasis upon historiographical methods of working women's lives. Primary source materials reveal the evolution of women's views of themselves, first as expressed by men, then by women as they begin to speak of themselves.
- HIST 3030/3040/3050/3060/3070/3080/3090 Special Topics in History 3-0-3 each
 Selected themes of historical and contemporary interest.
- HIST 3201 The Ancient Near East 3-0-3
 The history of Ancient Egypt and Mesopotamia, with emphasis on political structures, social institutions, and cultural developments.
- HIST 3202 Hellenistic Greece and Rome 3-0-3
 A study of Mediterranean civilizations from the era of Alexander the Great through the fall of the Roman Empire. Greco-Roman contributions to western cultural traditions will be emphasized.
- HIST 3203 Renaissance and Reformation 3-0-3
 A study of the cultural, intellectual, and religious life of Europe in the fourteenth, fifteenth, and sixteenth centuries.
- HIST 3205 Europe in the Age of Louis XIV, 1648-1750 3-0-3
 A study of major trends in European history from the Peace of Westphalia to the Enlightenment. Cultural, social, and political achievements of European countries will be stressed.
- HIST 3206 Revolutionary Europe, 1750-1815 3-0-3
 A study of major developments in Europe from the Enlightenment through the defeat of Napoleon. The impact of the French Revolution on Europe will be emphasized.
- HIST 3207 Europe, 1815-1914 3-0-3
 A survey of the leading developments of the period in Europe, including social and nationalistic trends. Emphasis is placed on factors leading to World War I.
- HIST 3208 Europe, 1914-1945 3-0-3
 A survey of the lost generation living in a society broken and disillusioned by World War I.
- HIST 3209 Europe Since 1945 3-0-3
 A study of European domestic and international affairs since 1945 with emphasis upon the major states.
- HIST 3301 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 3302 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 3303 English Constitutional History 3-0-3
 A study of the development of English judicial and governmental institutions from the Anglo-Saxon period to the present.
- HIST 3401 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 3402 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 3500 German History, 1700-1945 3-0-3
 An in-depth study of German history from the rise of Brandenburg-Prussia to the fall of Nazi Germany. Topic areas include social, political, intellectual, cultural, diplomatic, and gender history.

- HIST 3502 Topics in German History 3-0-3
An in-depth study of the history and historiographical and philosophical debates of a particular issue or period in German history. May be repeated for credit.
- HIST 3601 World Military History to 1618 3-0-3
Overview of major developments in military history to 1618. The course examines changes in military strategy, technology, and organization, with a focus on comparing systems in different regions and time periods.
- HIST 3602 World Military History Since 1618 3-0-3
Overview of major developments in military history since 1618 and the outbreak of the Thirty Years War. The course examines changes in military strategy, technology, and organization, with a focus on comparing systems in different regions and time periods.
- HIST 3990 History Teaching Tutorial 0-2-1
Prerequisites: Completion of one of the following - HIST 1011, 1011H, 1012, 1012H, 1013, 1013H, 2111, 2111H, 2112 or 2112H; Junior or Senior standing; declaration of the major in history, secondary history education, or middle grades education with a primary concentration area in social studies. An introduction to the process of teaching history at the postsecondary survey level. Under the direction of a history faculty member, students will engage in a variety of activities such as observing classes, conducting study sessions and tutorials, and other activities directly related to a designated lower division (1000-2000 level) history survey course. May be taken three times for credit with a different faculty mentor and a different course in each instance.
- HIST 4100 United States Constitutional History 3-0-3
Development of American constitutionalism from its origins in England and colonies to the present time.
- HIST 4105 European Ethnicity in American History 3-0-3
A study of European immigration to the United States during the 19th and 20th centuries. The course will examine the reason why Europeans came to American, the problems they faced in the assimilation process, and the contributions they made to the growth of the United States.
- HIST 4201 Colonial America to 1789 3-0-3
A study of English, French, and Hispanic cultures in America to 1789. Included are the American Revolution, the creation of the United States, and the establishment of a permanent government under the United States Constitution.
- HIST 4202 United States, 1789-1850 3-0-3
A study of United States history from the Washington administration through the Compromise of 1850, focusing on political, cultural, social, and economic developments.
- HIST 4203 United States, 1850-1877 3-0-3
A study of United States history from the Compromise of 1850 to the end of Reconstruction. Focuses on the sectional crisis of the 1850s, the Civil War, and the Reconstruction process after the war.
- HIST 4204 United States, 1877-1921 3-0-3
A study of United States history from the end of Reconstruction to the end of the Wilson administration. Emphasizes diplomatic, ethnic, cultural, political, and social developments.
- HIST 4205 United States, 1921-1945 3-0-3
A study of United States history from the end of World War I to the end of World War II. Focuses on the "Roaring '20s," the Great Depression, and U.S. involvement in World War II.
- HIST 4206 United States Since 1945 3-0-3
A study of United States history since World War II with emphasis on political, cultural, social, and economic developments and the nation's foreign relations.
- HIST 4207 United States Diplomacy to 1921 3-0-3
A study of United States foreign relations from the Revolutionary period through 1921.

- HIST 4208 United States Diplomacy since 1921 3-0-3
A study of United States foreign relations since 1921
- HIST 4211 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 4212 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 4220 Local History 3-0-3
A study of the methodology of local history research and writing. The course examines aspects of south Georgia history as a means of providing the student with an opportunity to apply the methodology.
- HIST 4221 The Old South 3-0-3
A detailed study of the social, economic, cultural, and intellectual life of the colonial and antebellum South, with consideration of the influence of slavery.
- HIST 4222 The New South 3-0-3
A history of the South since the Civil War, with special attention to political, social, economic, and cultural developments, as well as the problems of southern blacks after emancipation.
- HIST 4231 African-American History to 1865 3-0-3
Also offered as AFAM 4231. The history of the African-Americans from their origin in Africa to the end of slavery in the U.S., with emphasis on their economic life and social thought.
- HIST 4232 African-American History Since 1865 3-0-3
Also offered as AFAM 4232. The history of the African-American struggle for equality after emancipation, with special focus on the problems of black leadership from Frederick Douglass to the present.
- HIST 4240 American Social History 3-0-3
Analysis of the major trends in religion, culture, social structures, and social groups in the United States from the Colonial Era until the present. Particular attention is paid to the experiences of the various ethnic groups making up the American people.
- HIST 4250 History of Religion in the South 3-0-3
Overview of general religious patterns and their influence on southern society, with particular attention to mass religious movements such as the Great Awakening, Great Revival, Mission/Antimission Movement, Confederate Religion, African American Religion, Holiness/Pentecostalism, the Charismatic Movement, and the rise of the Religious Right. The course also focuses on the origins and development of the major denominations in the South.
- HIST 4261 Women in the U.S. to 1869 3-0-3
Also offered as WMST 4261. A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, and more specifically, the ways women influenced and were influenced by various events and movements in U.S. history from the Colonial period to 1869.
- HIST 4262 Women in the U.S., 1869 to the Present 3-0-3
Also offered as WMST 4262. A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, more specifically, the ways women shaped and were influenced by various events and movements in U.S. history from 1869 to present.

- HIST 4270 History of Women in the U.S. South 3-0-3
 Also offered as WMST 4270. A study of the history of the U.S. South from women's perspectives. An examination of the contributions of women to southern social, cultural, and political developments, and of the ways in which gender, class, and race influence women's regional identity.
- HIST 4280 History of U.S. Women Activists and Social Reformers 3-0-3
 Also offered as WMST 4280. An examination of women activists and reformers at different periods in U.S. history, of the issues that have motivated women to activism and reform efforts, and of the ways women have contributed to, influenced, and been influenced by various social movements in U.S. history.
- HIST 4290 U. S. Military History 3-0-3
 A study of military experiences and issues in American history from the Colonial Era to the present. The course analyzes war, its economic issues, technological developments, politics, and other factors that have influenced military aspects of American history.
- HIST 4291 U. S. Political History I 3-0-3
 A study of U.S. political history to 1877. Special emphasis will be placed on national elections and the parties and issues that have influenced American political history.
- HIST 4292 U. S. Political History II 3-0-3
 A study of U.S. political history from 1877 to the present. Special emphasis will be placed on national elections and the parties and issues that have influenced American political history.
- HIST 4301 Colonial Latin America 3-0-3
 The founding, growth, and development of Latin America by Spain and Portugal to the wars of independence.
- HIST 4302 Republican Latin America 3-0-3
 Major historical trends in Latin America since the wars of independence.
- HIST 4303 The Spanish Borderlands 3-0-3
 Political, military, and social developments of Spain's borderlands from Virginia to California, 1513-1821.
- HIST 4304 The Caribbean 3-0-3
 Political, economic, social, and cultural developments of the major Caribbean countries, 1492 to the present.
- HIST 4401 East Asia 3-0-3
 An analysis of the principal historical and cultural developments in China, Japan, and Korea, with special emphasis upon the interactions of these nations among themselves, their responses to western culture, and their roles in regional and world affairs.
- HIST 4402 Asia in the Modern World 3-0-3
 A general overview of the role of Asia in the contemporary world, with special reference to such phenomena as geography, population trends, cultural diversity, and regional and world interactions of the Asian nations.
- HIST 4403 The Indian Subcontinent 3-0-3
 An analysis of the 5000-year-old culture of the Indian sub-continent and Sri Lanka, with major emphasis upon the indigenous religions of the region and the impact of western culture and Christianity. Other topics considered are population, caste, the family, village life, government organization, the impact of British rule, and the independence movements that led to the establishment of India, Sri Lanka, and Bangladesh.
- HIST 4404 History of the Vietnam War 3-0-3
 An exploration of the many interrelated aspects of the conflict in Vietnam. Topics include French colonization, Ho Chi Minh and Vietnamese nationalism, the 1946-1954 war between the French and the Vietminh, the Cold War policies of the United States, escalating United States intervention in Vietnam, the United States's war in Vietnam (1965-1973), the fall of Saigon, domestic opposition to the war within the U.S.A., and postwar legacies of the conflict.

- HIST 4501 History of the Middle East to 1798 3-0-3
Overview of the political, religious, and cultural history of the Middle East from the beginning of the Islamic era to Napoleon's invasion of Egypt.
- HIST 4502 History of the Middle East Since 1798 3-0-3
Overview of the history of the Middle East in the modern period. The course examines the development of modern states, the effects of imperialism, the impact of World War I and II, and the results of the Arab-Israeli conflict.
- HIST 4511 Precolonial Africa 3-0-3
Also offered as AFAM 4511. An analysis of the 8000-year-old cultures of the Nile Valley including Egypt, Nubia, and Kush; West Africa and its contacts with the Middle East and Europe; the East African city-states and their contacts with India.
- HIST 4512 Modern Africa 3-0-3
Also offered as AFAM 4512. An examination of the European colonization of Africa and the African response. The course also examines the emergence of African nationalism and the problems of creating new states.
- HIST 4800 Directed Study in History 3-0-3
Supervised readings in areas of history not normally available in regular course offerings, with regular conferences between instructor and student.
- HIST 4810 Internship in History 3-0-3 to 9-0-9
Graded "Satisfactory" or "Unsatisfactory." Supervised practical experience related to the discipline of history in an appropriate agency, combined with a program of academic work. The number of credit hours granted is dependent on the nature of the program, the hours worked, and the academic program approved in advance.
- HIST 4950 Senior Seminar 3-0-3
Prerequisite: HIST 3000 and senior standing. A seminar focused on selected topics and designed to help students synthesize their knowledge and reinforce the skills they have acquired as history majors.

HONS: HONORS

- HONS 1990 Honors Introductory Seminar 2-0-2
Prerequisite: Admission to the Honors Program. A seminar, usually with an interdisciplinary focus, designed for students entering the Honors Program. Covers acculturation into the Honors Program, along with exposure to methods of inquiry, modeling behavior, and resources of the university community.
- HONS 2010 Honors Colloquium 2-0-2
Co-requisite: HONS 1990. A series of lectures and discussion sessions offered on particular themes, leading to extended work in one particular area of research.
- HONS 3330 Honors Option Credit 0-0-0
Prerequisite: HONS 1990 and approval of the Honors Director. Graded "Satisfactory" or "Unsatisfactory." Supervised tutorial experience between student and teacher that generates Honors credit for a non-Honors course. May be taken no more than three times.
- HONS 3990 Honors Capstone Seminar 3-0-3
Prerequisite: HONS 1990 and twelve hours in the Honors Program. An interdisciplinary seminar on a selected topic. May be repeated for credit if topics are different.
- HONS 4000 Honors Independent Study 1-0-1 to 3-0-3
Prerequisite: HONS 1990 and approval of the Honors Director.
- HONS 4990 Honors Senior Project 2-0-2
Prerequisite: HONS 1990, 2010, and twenty hours in the Honors Program. Development, assembly, and presentation of an extended research project or portfolio geared along interdisciplinary lines.

INTL: INTERNATIONAL/INTERCULTURAL STUDIES

- INTL 2090 Introduction to International/Intercultural Studies 3-0-3
An overview of international studies as a field of inquiry and practice. An examination of the primary approaches to international study, the development of a cross-cultural perspective in the study of international problems, and an appreciation of the complexities of cross-cultural communication are emphasized.
- INTL 3000 Foreign Exchange 0-0-0
A course for foreign students enrolled at VSU under official exchange agreements of the University.
- INTL 3170 Topics in International/Intercultural Studies 1-0-1 to 3-0-3
Special topics in international studies include on-campus experiences, seminars, and workshops such as the National Model United Nations programs and the spring courses offered in conjunction with the Focus lecture series each spring. May be repeated for credit.
- INTL 3500 Study Abroad 0-0-0 to 9-0-9
Prerequisite: Acceptance to a VSU study abroad program. Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Center for International Programs and relevant academic units to register for these courses. The number of credit hours granted is dependent on the nature of the program.
- INTL 3510 Study Abroad 0-0-0 to 9-0-9
Prerequisite: Acceptance to a VSU study abroad program. Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Center for International Programs and relevant academic units to register for these courses. The number of credit hours granted is dependent on the nature of the program.
- INTL 3520 Study Abroad 0-0-0 to 9-0-9
Prerequisite: Acceptance to a VSU study abroad program. Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Center for International Programs and relevant academic units to register for these courses. The number of credit hours granted is dependent on the nature of the program.
- INTL 4800 Seminar in International Studies 3-0-3
An examination of selected international issues and problems from the perspectives of students' major disciplines, providing experience in the multi-disciplinary analysis of international problems and fostering a sensitivity to the interrelatedness of global issues and concerns.

INTP: INTERPRETING

- INTP 3010 Topics for Educational Interpreters 3-0-3
Prerequisite: COMD 2120. An overview of the field of interpreting. This course examines the role of the educational interpreter and provides an in-depth analysis and application of the Code of Ethics. Settings and situations that emphasize the role of the interpreter within the academic environment are examined.
- INTP 4010 Consecutive English/American Sign Language Interpreting 3-0-3
Prerequisites: COMD 3140, INTP 3010, and SPEC 3140. A skills class designed to provide students with the opportunity to develop and enhance their interpreting skills. The course emphasizes techniques for interpreting spoken instructional and non-instructional activities into American Sign Language.
- INTP 4020 Consecutive American Sign Language/English Interpreting 3-2-4
Prerequisites: COMD 3140, INTP 3010, and SPEC 3140. A study of the principles and problems relating to interpreting a signed message from the deaf individual into its spoken English equivalent. Emphasis is placed on word choice, register, inflection, clarity, tone, and intent of the message.

- INTP 4030 Consecutive Transliterating English to English Sign Systems 3-0-3
Prerequisites: COMD 3140, INTP 3010, and SPEC 3140. A course focusing on transliterating skills. Emphasis is placed on techniques for transliterating instructional and non-instructional classes and activities found in the public school system. Particular attention is given to the use of English sign systems as they relate to subject matter that requires an English-based sign system (English, reading, and related language skills courses).
- INTP 4040 Practicum for Educational Interpreters 1-4-3
Prerequisites: COMD 3140, INTP 3010, and SPEC 3140. Provides advanced students with structured observation of professional interpreters and an opportunity to acquire additional knowledge about the profession of interpreting.
- INTP 4050 Simultaneous English/American Sign Language Interpreting I 3-0-3
Prerequisites: INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040. An extension of INTP 4010. This course is designed to strengthen the skills of advanced-level students so that they are able to interpret accurately a spoken message in American Sign Language.
- INTP 4060 Simultaneous English/American Sign Language Interpreting II 3-0-3
Prerequisites: INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040. A continuation of INTP 4030. This course is designed to strengthen the skills of advanced-level students to interpret accurately information presented in American Sign Language into appropriate spoken English. Emphasis continues to be placed on word choice, register, inflection, clarity, tone, and intent of the message.
- INTP 4070 Simultaneous Transliterating English to English Sign Systems 3-0-3
Prerequisites: INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040. A continuation of INTP 4040. This course is designed to give students additional opportunities to enhance their transliterating skills. Emphasis is placed on techniques for transliterating instructional and non-instructional activities found in the public school system. Continued attention is given to increasing fluency and selecting sign choice equivalencies and structures that best match the spoken message.
- INTP 4080 Educational Interpreting Internship 1-20-6
Prerequisites: INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040. An opportunity for students to work in a school system and apply their interpreting skills in the educational setting. Sites for internships are selected where mentors are available to further promote student growth and development. Students become familiar with the duties and responsibilities that interpreters have in the classroom.

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.

JAPN: JAPANESE

- JAPN 1001 Beginning Japanese Language and Introduction to Japanese Culture I 3-0-3
Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. JAPN 1001 is not open for credit to students with two or more years of high school Japanese or the equivalent.
- JAPN 1002 Beginning Japanese Language and Introduction to Japanese Culture II 3-0-3
Prerequisite: JAPN 1001 or the equivalent. A continuation of JAPN 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.
- JAPN 1111 Intensive Japanese Language and Japanese Culture 3-0-3
Prerequisite: Two or more years of high school Japanese or the equivalent. Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. JAPN 1111 is a one-semester combination of JAPN 1001 and JAPN 1002. This course is designed for those students not fully prepared for the 1002 level. JAPN 1111 reviews the concepts presented in JAPN 1001 and advances the student through the material of JAPN 1002.
- JAPN 2001 Intermediate Japanese Language and Japanese Culture I 3-0-3
Prerequisite: JAPN 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.
- JAPN 2002 Intermediate Japanese Language and Japanese Culture II 3-0-3
Prerequisite: JAPN 2001 or the equivalent. A continuation of JAPN 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

JOUR: JOURNALISM

- JOUR 2500 Journalism Newspaper Seminar 1-0-1 to 2-0-2
A practicum for students involved in newspaper production. Content, editing, and production (traditional and electronic) will be addressed. In order to register for two hours, students must have already completed one semester of JOUR 2500. May be repeated for credit.
- JOUR 2510 Journalism Newsletter Seminar 1-0-1
A practicum for students involved in the production of newsletters. Content, editing, and production (traditional and electronic) will be addressed. May be repeated for credit.

- JOUR 3080 Grammar and Editing 3-0-3
 Also offered as ENGL 3080. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140. An intensive review of grammar and usage as well as an introduction to the purposes, practices, and techniques of editing standard English. The grammar section of the course will cover such topics as parts of speech and their uses, sentence elements and their effective uses, agreement, punctuation, and parallelism. Students will also be taught fundamental approaches to editing and the practical application of editing techniques.
- JOUR 3500 Introduction to Journalism 3-0-3
 A survey of the development, function, and philosophy of journalism with an emphasis on contemporary attitudes, practices, and problems.
- JOUR 3510 News Writing 3-0-3
 A basic course in writing and reporting for newspapers, with application to other mass communication media. The course acquaints students with the theoretical background and practical experience necessary for them to function effectively in journalistically related fields (newsletter writing, business writing, public relations).
- JOUR 3520 Essential Reporting Skills 1-0-1
 Prerequisite or corequisite: JOUR 3510. A study of practical reporting skills for gathering and presenting information, including basic math, fact-checking techniques, interviewing, speed writing, and radio and television formats.
- JOUR 3530 Special Topics in Journalism 3-0-3
 Selected subjects of interest in journalism.
- JOUR 3540 The Law and Journalism 3-0-3
 A broad application of the principles of law to the mass media with emphasis on the print media. Topics including libel, privacy, obscenity, and free press-fair trial will be covered.
- JOUR 3560 Contemporary American Magazines 3-0-3
 A survey of contemporary American magazines and their role in society. The course focuses on writing for specific audiences, interpreting policy and influence, resolving ethical questions, and reviewing production processes.
- JOUR 3570 Photojournalism 3-0-3
 A basic course in the principles of news photography and black and white photographic techniques. This course will provide students with the fundamental and practical skills needed to photograph news events for newspapers and magazines.
- JOUR 4500 Document Design 3-0-3
 Also offered as ENGL 4500. Prerequisite: JOUR 3510, ENGL 3060, JOUR/ENGL 3080, or permission of instructor. A study of the theory of layout and design, including editorial decision-making, photo editing, and production technology for print and on-line media.
- JOUR 4510 Feature Writing 3-0-3
 Prerequisite: Permission of instructor. A study of the theory and practice of writing a variety of features for newspapers and magazines, with emphasis on intensive research, interviews, use of statistics, and the organization of long articles.
- JOUR 4520 Literary Journalism 3-0-3
 Also offered as ENGL 4520. Prerequisite: JOUR 3510, ENGL 3060, JOUR/ENGL 3080, or permission of instructor. A study of the theory and practice of applying fiction techniques to journalistic fact. The course will explore the relationship between literature and journalism, especially in terms of style and subject matter.
- JOUR 4530 Editorial, Column, and Review Writing 3-0-3
 Prerequisite: JOUR 3510. A study of the theory and practice of writing editorials, columns, and reviews.

- JOUR 4550 Reporting 3-0-3
Prerequisite: JOUR 3510. An advanced course in reporting for the media. Emphasis will be on learning to cope with specialized, often highly technical or complex information. Students will learn the fundamentals of covering local government, law enforcement, and the courts and will deal with the controversial issues of our time.
- JOUR 4700 Directed Study in Journalism 1-0-1 to 3-0-3
Prerequisite: JOUR 3510. Study in an area or subject not normally found in established courses offered by the department. Permission of adviser, instructor, and department head required. Forms must be completed before registration. May be repeated for credit.
- JOUR 4800 Internship in Journalism 3-0-3 to 12-0-12
Graded "Satisfactory" or "Unsatisfactory." Supervised work at a newspaper, magazine, or related publication (traditional or on-line format). The amount of credit depends on the work requirements. Permission to enroll must be secured from the advisor and the department head at least one semester in advance of registration.

KSPE: KINESIOLOGY AND PHYSICAL EDUCATION

- KSPE 1010 Physical Fitness 0-2-1
Exercise sessions in the Exercise Science Center designed to improve the components of physical fitness for exercise science benefits. Assessment, interpretation and discussion of physical fitness and selected health related components are included.
- KSPE 1020 Weight Training 0-2-1
A beginning course emphasizing proper weight lifting techniques and the benefits of weight training exercises. Students will train the major muscle groups. Attention is given to weight room safety, policies and procedures
- KSPE 1021 Intermediate Weight Training 0-2-1
Students learn and practice new weight lifting techniques and will develop a personal weight training program.
- KSPE 1022 Advanced Weight Training 0-2-1
Prerequisite: Permission of the instructor. Designed to teach power lifting and the Olympic lifts (the clean, the clean & jerk and the snatch).
- KSPE 1030 Step Aerobics 0-2-1
A beginning level course in the activity of stepping. Students train towards being able to step up for 30 continuous minutes.
- KSPE 1031 Intermediate Step Aerobics 0-2-1
Prerequisite: KSPE 1030. An intermediate level course in the activity of stepping.
- KSPE 1050 Fitness Walking 0-2-1
Basic walking is used as a modality of exercise and instruction focuses on how walking can be used as a lifetime fitness activity. Students learn how to apply the basic principles of exercise and will be taught to monitor their pulse to assess exercise intensity.
- KSPE 1060 Jogging 0-2-1
Jogging or running is used as the exercise modality. Attention is given to the various training methods that runners use to improve their performance.
- KSPE 1070 Snow Skiing 0-2-1
A series of lessons designed for beginning to advanced snow skier. A five day stay at an appropriate skiing location is required. A fee is required.
- KSPE 1071 Snow Skiing II 0-2-1
Prerequisite: KSPE 1070. For those who participated in KSPE 1070 and wish to make another ski trip. A fee is required.

- KSPE 1080 Beginning Tennis 0-2-1
A beginning course in tennis stressing the basics of singles and doubles play. Attention is given to the performance of the basic strokes as well as to the history, rules, etiquette and strategies of play.
- KSPE 1081 Intermediate Tennis 0-2-1
A continuation of KSPE 1080 designed for those who wish to learn more advanced techniques in the game of tennis. Attention is given to the improvement of the various strokes and to the development of advanced playing abilities.
- KSPE 1100 Beginning Badminton 0-2-1
A beginning course in badminton stressing the basic rules and strategies of play. Attention is given to the skills needed to participate successfully in the sport.
- KSPE 1101 Intermediate Badminton 0-2-1
A continuation of KSPE 1100 designed for those who wish to improve their skill level in the game of badminton. Attention is given to developing more advanced levels of game play.
- KSPE 1120 Beginning Golf 0-2-1
A beginning course designed to teach the basics of the game of golf. Instruction focuses on the grip, stance and basic swing pattern. A fee is required.
- KSPE 1121 Intermediate Golf 0-2-1
Provides instruction in all facets of the game of golf. Students work at mastering the basic skills by practicing various kinds of shots. A fee may be required.
- KSPE 1150 Bowling 0-2-1
Instruction is directed to the history, terms, scoring and techniques of bowling. Fee may be required.
- KSPE 1170 Karate 0-2-1
An introduction to the basics of Shorin-Ji Kempo Karate. Successful completion of the course requirements leads to yellow belt certification.
- KSPE 1240 Beginning Swimming 0-2-1
Red Cross instruction to equip the individual with the basic water safety skills and knowledge in order to make him or her reasonably safe while in, on or near the water. Designed for the non-swimmer.
- KSPE 1241 Intermediate Swimming 0-2-1
Prerequisite: Must be able to swim in deep water. A continuation of KSPE 1240 designed to introduce a wide variety of swimming skills.
- KSPE 1250 Scuba Diving 1-1-1
A beginning course in the skills of scuba diving. Students will learn and practice those scuba skills while working towards NAUI diver certification. A fee is required.
- KSPE 1260 Fitness Swimming 0-2-1
Prerequisite: Permission of Instructor. Principles and practices of distance and interval conditioning workouts.
- KSPE 1270 Volleyball 0-2-1
A beginning course designed to teach the fundamental skills, strategies and team concepts of volleyball. Attention will be given to the mastery of the basic skills.
- KSPE 1290 Soccer 0-2-1
An introductory course designed to present the fundamental skills, strategies, and team concepts of soccer. Attention is given to the skills of dribbling, passing, shooting, trapping, heading and tackling.
- KSPE 1300 Basketball 0-2-1
An introductory course designed to present the fundamental skills, strategies, and team concepts of basketball. Attention is given to the improvement of the student's existing skill level.
- KSPE 1380 Special Topics: Physical Activity [0 to 1]-[2 to 4]-[1-2]
Course designed to allow participation in special physical education activities not offered in the regular curriculum. May be repeated.

- KSPE 1390 Varsity Athletics 0-2-1
Prerequisite: Member of a VSU Varsity Athletics Team. Development of skills, techniques and strategies of athletic performance through participation in the intercollegiate varsity athletic program. May be taken once during any academic year, and may be repeated for credit. Does not meet physical education activity requirement for education majors.
- KSPE 2000 Health and Wellness for Life 2-0-2
A course of study investigating the major health problems in modern society, with emphasis on methods of understanding and developing lifestyle changes for longer and healthier life. Information on topics such as alcohol, drugs, stress management, nutrition, sexually transmitted diseases, pregnancy and parenthood, cigarette and tobacco use, cancer, and cardiovascular diseases will be discussed.
- KSPE 2010 Fitness and Team Activities 1-4-3
Restricted to Health and Physical Education majors only. Instructional techniques of soccer, speedball, volleyball, floor hockey, tumbling, health-related fitness, and elementary school physical education activities.
- KSPE 2020 Lifetime Activities 1-4-3
Restricted to Health and Physical Education majors only. Instructional techniques of golf, tennis, frisbee, orienteering, adventure education, rhythms, and badminton.
- KSPE 2050 Introduction to Sports Medicine/Athletic Training 1-2-2
Prerequisite: Overall GPA of 2.75. Co-requisite: KSPE 2151. An introduction to sports medicine, this course provides basic information concerning the required competencies for NATA (National Athletic Trainers Association) certification in athletic training.
- KSPE 2070 Lifeguard Training 1-2-2
Prerequisite: Demonstrate swimming competency. Red Cross course to lead to certification as a lifeguard.
- KSPE 2080 Water Safety Instructor 1-2-2
Prerequisite: Demonstrate swimming competency. Red Cross course to lead to certification as a swimming instructor.
- KSPE 2101 Foundations & Technology in Health and Physical Education 2-2-3
Information relative to the history, principles, important leaders, and philosophical bases of health and physical education. Introduction to the applications of technology usage in health and physical education disciplines, including discipline-specific software, web research, e-mail, portfolio creation, and web page construction. Designed for health and physical education majors only.
- KSPE 2150 First Aid - CPR 1-2-2
A study of the techniques of emergency first aid, cardiopulmonary resuscitation (adult, child, and infant) and accident prevention. Emphasis will be placed on examining the interrelationships among human behavior, the environment and accidents. Opportunity exists for each student to earn American Red Cross CPR certification and First Aid certification.
- KSPE 2151 Advanced First Aid and CPR for Athletic Trainers 1-2-2
Prerequisite: Overall GPA of 2.75. Co-requisite: KSPE 2050. A study of the advanced techniques of emergency first aid, cardiopulmonary resuscitation (CPR), automated external defibrillator application, airway management, and oxygen administration. Students may earn a national First Aid and CPR certification.
- KSPE 2800 Life Skills 2-0-2
A general overview of educational experiences and skills needed to develop well-balanced lifestyles. Emphasis is placed on decision making, values, goal setting, study skills, nutrition, sexual responsibility, alcohol and drug awareness, career planning and fiscal responsibility. Course is designed for student athletes.

- KSPE 2999 Entry to the Education Profession 0 hours credit
 Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.
- KSPE 3010 Exercise Testing and Prescription I 3-0-3
 Prerequisite: Acceptance to the Exercise Physiology Program. A concentrated study of the principles of exercise testing and prescription for the apparently healthy adult including the health appraisal, risk assessment, and interpretation of data. The American College of Sports Medicine exercise guidelines are emphasized.
- KSPE 3011 Exercise Testing and Prescription II 3-0-3
 Prerequisites: Acceptance to the Exercise Physiology Program and KSPE 3010. A continuation of KSPE 3010, with emphasis on cardiovascular, pulmonary, and metabolic disease; the role and mechanism of action for medications such as alpha and beta blockers, calcium channel blockers, ACE inhibitors, nitrates, peripheral vasodilators, and diuretics. Additional classifications to be reviewed include inotropic, anti-arrhythmic, anti-thrombosis, lipid-lowering, hypo/hyperglycemic, anti-inflammatory, and bronchodilators.
- KSPE 3020 Assessments in Exercise Physiology 1-4-3
 Prerequisites: KSPE 3420 and KSPE 3010 and admission to the Exercise Physiology Program or permission of the Sports Medicine curriculum director. Development of knowledge, skills, and abilities in selecting, administering, and interpreting standardized health, athletic, and physiological-related physical fitness tests.
- KSPE 3050 Care and Prevention of Exercise-Related Injuries 2-2-3
 Prerequisites: Acceptance to the Exercise Physiology Program and KSPE 3430. Basic knowledge, skills, and abilities required for the prevention, treatment, and rehabilitation of common injuries related to physical activity. Students will also undergo First Aid and Basic Life Support training, which will include the utilization of an Automated External Defibrillator.
- KSPE 3141 First Aid/CPR and Care and Prevention of Athletic Injuries 2-2-3
 Prerequisite: KSPE 2999. Provides the student with pertinent information relative to various techniques of emergency, first aid, cardiopulmonary resuscitation (infant, child, and adult) and accident prevention. Opportunity exists for American Red Cross CPR certification and first aid certification. Exposure to basic concepts and techniques related to physical activity and athletic injury prevention, treatment, and rehabilitation. Designed for health and physical education majors.
- KSPE 3160 Special Topics in Exercise Science 1-0-1 to 4-0-4
 Prerequisite: permission of the instructor. A flexible course of study dealing with current events or special topics in exercise science. May be repeated.
- KSPE 3200 Nutrition for Health and Human Performance 3-0-3
 Prerequisite: Exercise physiology majors must have met program entry requirements. Students must have been admitted to one of the three major programs in the Department of Kinesiology and Physical Education. An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutritional practices on health and human performance.

- KSPE 3301 Contemporary Health Issues 3-0-3
Prerequisite: KSPE 2999. Designed to provide pertinent information relative to selective health content areas often viewed as controversial, including death and dying, human sexuality, character education, violence, and mental and emotional health. Stress-related content will be infused into the mental and emotional areas as well as many of the other content offerings in the course. Emphasis is placed primarily on content of each health category across elementary, middle, and secondary school levels.
- KSPE 3330 Health and Physical Education Methods for Early Childhood and Middle School Teachers 3-0-3
Prerequisite: KSPE 2999. A study of teaching methods and curricular options used to fulfill psychomotor, cognitive and affective objectives in the fields of health and physical education. The three areas of school health (services, environment and instruction) are discussed. Activities that are developmentally appropriate are also studied.
- KSPE 3360 Chronic Disease Epidemiology 3-0-3
Prerequisites: Acceptance to the Exercise Physiology Program and grade of "C" or higher in MATH 2620. Introduction to the distribution and determinants of chronic diseases in the population. Causal relationships laying the groundwork for programs of prevention and control emphasized. Commonly used epidemiological statistics and research methods discussed.
- KSPE 3401 Instructional Planning and Evaluation 3-0-3
Prerequisite: KSPE 2999. Provides the student with pertinent information relative to basic instructional and planning methodologies, basic statistics, data analysis, assessment and evaluation procedures and instruments across the psychomotor, cognitive, and affective domains, and the application of this content within the health and physical education setting.
- KSPE 3410 Biomechanics 2-2-3
Prerequisites: Acceptance to the Exercise Physiology Program and KSPE 3430. A concentrated study of the dynamics and mechanical analysis of human movement.
- KSPE 3411 Human Movement Applications 3-2-4
Prerequisite: KSPE 2999. Information on neuroanatomy and neurophysiology relative to motor development and motor learning, coupled with functional anatomy as it pertains to the dynamics of human motion. Emphasis is placed on mechanical analysis of human movement.
- KSPE 3420 Exercise Physiology 2-2-3
Prerequisite: Grade of "C" or higher in BIOL 2651. Exercise physiology majors must have met program entry requirements. An understanding of how the body, from a functional standpoint, responds, adjusts, and adapts to exercise. Topics include bioenergetics, neuro-muscular concepts, cardiorespiratory considerations, physical training, and environmental concerns involving physical activity, athletic performance, and health-related fitness.
- KSPE 3430 Kinesiology 2-2-3
Prerequisites: Acceptance to the Exercise Physiology Program and grade of "C" or better in BIOL 2651. Basic physical concepts as they apply to human movement are explored. Structural anatomy, neuromuscular physiology and biomechanical principals as they apply to sport skills and fitness activities are emphasized.
- KSPE 3440 Athletic Training Clinical Proficiencies I 0-2-1
Prerequisite: KSPE 2050. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture courses.
- KSPE 3441 Athletic Training Clinical Proficiencies II 0-2-1
Prerequisite: Admission to the Sports Medicine/Athletic Training Program. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. The course includes but is not limited to evaluation and assessment of extremities, kinesiology, and injury care and prevention.

- KSPE 3450 Comprehensive Health Education 3-0-3
Prerequisite: KSPE 2999. Investigation of the major models and health content areas applicable to the delivery of health education in the public school setting. Information pertaining to elementary, middle, and secondary level students. Topics such as health-related historical developments, health screening protocols, control of communicable diseases, preventive health services, safety, body systems, dental health, consumer health, alcohol, drugs, cigarette and tobacco use, cancer, cardiovascular disease prevention, physical activity and physical fitness, and others are discussed. For health and physical education majors only.
- KSPE 3460 Health Education Methods and Materials 3-0-3
Prerequisite: KSPE 2999. Pertinent information relative to selected health instructional techniques specifically addressed in the public school setting. Attention to learning activities appropriate for school health programs in elementary, middle grades, and secondary schools, health education models, health promotion, and related content-specific issues included in school health curricula. Appropriate classroom management and motivational strategies for behavioral modification in health education. Opportunities for classroom teaching experiences with micro-teaching and public school health teaching episodes.
- KSPE 3650 Resistance and Training Program Development 2-2-3
Prerequisites: Acceptance to the Exercise Physiology Program and KSPE 3430. Development, instruction, supervision, and evaluation of muscular fitness and flexibility programs for diverse populations and settings using a variety of training modalities. Based upon competencies required for ACSM, NATA, and NSCA certifications.
- KSPE 3700 Elementary Physical Education Methods and Content 3-0-3
Prerequisite: KSPE 2999. Designed to provide the student with information related to instruction in physical education methodologies and content for preschool through fifth grade public school students. Field experiences in the public schools are required.
- KSPE 3860 Legal Aspects in the Sport Sciences 2-0-2
Designed to give the student understanding and appreciation of the legal aspects of physical education, athletic training and recreation professions.
- KSPE 3910 Principles and Methods of Adapted Physical Education 1-2-2
Designed to introduce students to instruction in physical education provided for individuals with special needs. Topics pertaining to significant legislation, various special needs population characteristics, planning and assessment are presented. Field experience exposures are required.
- KSPE 3911 Diversity in Sport and Physical Education 3-0-3
Prerequisite: KSPE 2999. Introduction to physical education and sport for exceptional children and diverse populations. Overview of litigation and the passage of various federal laws pertaining to human diversity in physical education and sport, including diverse cultures, race ethnicity, sexual identity, religious diversity, socio-economics, physical differences, learning differences, intellectual diversity, health differences, communication diversity, behavior differences, sensory diversity, and family diversity. Psychological and sociological forces affecting participants or physical activity and the developmental individual approach to instruction.
- KSPE 4040 Pediatric Exercise Physiology 2-2-3
Prerequisite: KSPE 3420 and KSPE 3020 and acceptance to the Exercise Physiology Program. The physiological differences between children and adults relative to exercise performance. Variables such as size, biomechanics, neuromuscular, reproductive, hormonal, and cardiovascular-respiratory differences will be examined.
- KSPE 4070 Exercise Cardiopulmonary Physiology 3-0-3
Prerequisites: Acceptance to the Exercise Physiology Program and KSPE 3420. A concentrated study in the exercise physiology of the healthy and diseased cardiopulmonary system. Emphasis on cardiopulmonary adaptations to acute and chronic exercise, and on normal versus abnormal conditions and their effects on exercise testing and training.

- KSPE 4080 Exercise Electrocardiography 3-0-3
Prerequisites: Acceptance to the Exercise Physiology Program. A basic understanding of the 12-lead electrocardiogram as it relates to graded exercise testing, training and functional evaluation. The course is designed particularly to assist the clinical exercise physiologist in developing the skills required for quickly identifying electrocardiographic patterns at rest and during exercise.
- KSPE 4090 Exercise Cardiopulmonary Medications 3-0-3
Prerequisite: Grade of "C" or higher in KSPE 4080. Designed to assist the clinical exercise physiologist understand the mechanisms of principal action, major side effects, symptoms of drug intolerance or toxicity, and how they may affect exercise testing and training, including the electrocardiogram.
- KSPE 4130 Exercise Cardiopulmonary Rehabilitation 3-0-3
Prerequisites: Acceptance to the Exercise Physiology Program and KSPE 4070. A study of multi-phasic and multi-disciplinary programs designed to restore to a productive life the individual with cardiopulmonary disease. Common medical treatments and diagnostic procedures and treatments reviewed. Emphasis on the American College of Sports Medicine and the American Association of Cardiovascular and Pulmonary Rehabilitation guidelines.
- KSPE 4210 Clinical Exercise Physiology 3-0-3
Prerequisites: Acceptance to the Exercise Physiology Program, KSPE 3010, KSPE 3420, and KSPE 4070. An advanced course in the physiology of exercise as it related to the clinical exercise physiologist or health care professional. The integration of the body's various systems relative to the prevention and therapeutic role of exercise will be examined. Case study assignments will focus on problem-oriented management of subjective and objective data.
- KSPE 4220 Management of Physical Education Programs 3-0-3
Prerequisite: KSPE 2999. A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sports programs in educational and community settings.
- KSPE 4250 Organization and Administration Strategies in Athletic Training 3-0-3
Prerequisite: KSPE 2050. A study of management techniques used in typical athletic training settings. General topic areas to include facility design, human resource management, information processing, and financial management techniques. Athletic injury insurance and legal considerations in athletic training will also be covered.
- KSPE 4300 Foundations of Injury Prevention and Care 2-2-3
Prerequisite: KSPE 2050 or consent of instructor. Provides the student with knowledge concerning sports injury prevention, treatment and taping skills. Emphasis is placed on protocols common in the athletic training profession.
- KSPE 4350 Evaluation and Assessment in Sports Medicine/Athletic Training I 2-2-3
Prerequisite: Admission to the Sports Medicine/Athletic Training Program or consent of instructor. Advanced principles addressing athletic injuries that commonly occur to the head, neck, trunk, and upper and lower extremities with regard to evaluation protocol and tests.
- KSPE 4360 Evaluation & Assessment in Sports Medicine/Athletic Training II 2-2-3
Prerequisite: KSPE 4350 or consent of instructor. Advanced principles addressing athletic injuries that commonly occur to the head, neck, trunk, and upper and lower extremities with regard to evaluation protocol and tests.

- KSPE 4400 Therapeutic Modalities and Pharmacology in Sports Medicine/Athletic Training 2-2-3
Prerequisite: KSPE 4360 or consent of instructor. An introduction to basic rehabilitation principles in the sports medicine profession in addition to the use of therapeutic modalities available in this process.
- KSPE 4410 Athletic Training Practicum 0-0-4
Prerequisite: KSPE 4400.
- KSPE 4420 Athletic Training Internship 0-0-4
Prerequisite: KSPE 4400.
- KSPE 4430 Athletic Training Field Experience 0-0-12
Corequisite 4700. Prerequisite: Completion of all coursework, overall GPA of 2.75, and approval of the Program Director.
- KSPE 4440 Athletic Training Clinical Proficiencies III 0-2-1
Prerequisite: Admission to the Sports Medicine/Athletic Training Program. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. The course includes but is not limited to evaluation and assessment of head, neck, and trunk injuries; rehabilitation; and organization and administration in athletic training settings.
- KSPE 4441 Athletic Training Clinical Proficiencies IV 0-2-1
Prerequisite: Admission to the Sports Medicine/Athletic Training Program. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. The course includes but is not limited to field assessment, therapeutic modalities, pharmacology, and rehabilitation.
- KSPE 4450 Sport Related Illnesses and Conditions 3-0-3
Prerequisite: KSPE 4360. Investigating signs, symptoms and treatments of illnesses and conditions common to athletes but not addressed in previous sports medicine/athletic training courses.
- KSPE 4490 Rehabilitation Techniques in Sports Medicine/Athletic Training I 3-0-3
Prerequisite: KSPE 2050. Provides the student with the knowledge needed to develop comprehensive rehabilitation programs. The development of therapeutic goals and objectives, exercise gradation and methods of evaluating rehabilitation progress will be stressed.
- KSPE 4491 Rehabilitation Techniques in Sports Medicine/Athletic Training II 1-2-2
Prerequisites: KSPE 4490. A continuation of KSPE 4490, with emphasis on the practical applications of rehabilitation principles. Current surgical techniques and therapeutic exercise protocols are emphasized.
- KSPE 4510 Exercise Physiology Practicum 0-6-3
Prerequisites: Acceptance to the Exercise Physiology Program and a minimum cumulative GPA of 2.5 for completed courses within the professional program. Students must have a current CPR, professional liability insurance, and the completed graduation checklist returned from the Registrar. Designed to evaluate, review, and master the competencies required for the clinical or applied exercise physiologist prior to enrollment in KSPE 4500 Exercise Physiology Internship. Each student is required to sit for at least one of the following professional certification examinations: American College of Sports Medicine Health Fitness Instructor, Exercise Specialist, or the National Strength and Conditioning Association National Strength and Conditioning Specialist. The certification examinations may be taken within the last two semesters of study as specified by each professional organization.

- KSPE 4550 Exercise Physiology Internship 0-0-12
Prerequisites: Acceptance to the Exercise Physiology Program . All requirements for the B.S. in Exercise Science degree, except KSPE 4550. Student must possess a current CPR card and professional liability insurance. The student is required to work 40 hours per week for a minimum of 10 weeks, or 400 cumulative hours. Students must complete a major project or paper related to some aspect of the internship site, teach at least two educational classes, and submit a weekly log of their daily activities. The internship site must reflect an area directly related to the field of clinical or applied exercise physiology.
- KSPE 4570 Directed Study in Health 1-0-1 to 3-0-3
Prerequisite: Approval of Instructor and Department Head. Development and in-depth study of an approved topic of interest related to the field of health, health education, exercise science, or sports medicine/athletic training.
- KSPE 4580 Directed Study in Physical Education 1-0-1 to 3-0-3
Prerequisite: Approval of Instructor and Department Head. Development of an in-depth study of an approved topic of interest related to the field of physical education.
- KSPE 4600 Athletic Training Ethics and Psychosocial Issues 3-0-3
Prerequisite: Admission to the Sports Medicine/Athletic Training Program or consent of instructor. A study of the knowledge and skills that certified athletic trainers must possess to recognize the sociocultural, mental, emotional and physical behaviors of those involved in physical activity for intervention and referral. Recognizing professional responsibilities is also stressed.
- KSPE 4650 Applied Structural Anatomy and Kinesiology 2-2-3
Prerequisite: KSPE 4360. In depth study of human structural and neuromuscular anatomy. Special emphasis is placed upon analysis of the extremities and joint structures as related to sport, injury conditions, and exercise prescriptions.
- KSPE 4700 Athletic Training Professional Practice Seminar 1-2-2
Corequisite KSPE 4430. Reflection on educational competencies and clinical proficiencies. Refinement of skills and concepts emanating from Athletic Training Field Experience (KSPE 4430)
- KSPE 4710 Middle Grade & Secondary Physical Education Methods & Content 3-0-3
Prerequisite: KSPE 2999. Designed to provide the student with information related to instruction in physical education methodologies and content for middle grade and secondary public school students. Significant field experience exposures are required in the public schools.
- KSPE 4780 Internship in Physical Education 0-0-6
Prerequisite: Completion of coursework and approval of department.
- KSPE 4790 Student Teaching in Health and Physical Education 0-0-10
Prerequisites: KSPE 2999 and completion of all course requirements.
- KSPE 4800 Professional Practice Seminar 2-0-2
Prerequisites: KSPE 2999 and completion of all course work and a 2.5 GPA. Co-requisite: KSPE 4790. Reflection of educational practices and refinement of concepts emanating from student teaching experience.

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.

LATN: LATIN

- LATN 1001 Beginning Latin Language and Introduction to Roman Culture I 3-0-3
Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. LATN 1001 is not open for credit to students with two or more years of high school Latin or the equivalent.
- LATN 1002 Beginning Latin Language and Introduction to Roman Culture II 3-0-3
Prerequisite: LATN 1001 or the equivalent. A continuation of LATN 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.
- LATN 1111 Intensive Latin Language and Roman Culture 3-0-3
Prerequisite: Two or more years of high school Latin or the equivalent. Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. LATN 1111 is a one-semester combination of LATN 1001 and LATN 1002. This course is designed for those students not fully prepared for the 1002 level. LATN 1111 reviews the concepts presented in LATN 1001 and advances the student through the material of LATN 1002.
- LATN 2001 Intermediate Latin Language and Roman Culture 3-0-3
Prerequisite: LATN 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: listening, reading, and writing, and some speaking within a limited context. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.
- LATN 2002 Fundamentals of Roman Literature and Roman Culture 3-0-3
Prerequisite: LATN 2001 or the equivalent. Emphasis on epic poetry (Virgil's Aeneid) and on proficiency and communicative competence at the intermediate level in the four basic skills: listening, reading, and writing, and to some extent, speaking. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

LEAS: LEGALASSISTANT STUDIES

- LEAS 1100 Introduction to Paralegalism 3-0-3
An introduction to the field of paralegalism. The course will include the role of the paralegal in the legal system, the regulation and ethics of practice and the skills necessary for successful practice.
- LEAS 3200 Legal Research I 3-0-3
Prerequisite: LEAS 1100. A study of legal research methods utilizing state and federal sources. Students will develop professional skills as they read and analyze appellate court opinions, legislation and pleadings.
- LEAS 3201 Legal Research II 3-0-3
Prerequisites: LEAS 1100 and LEAS 3200. A continuation of Legal Research I. This course will emphasize computer assisted legal research skills as well as the preparation of legal documents.

- LEAS 3210 Pre-Trial Preparation and Procedures 3-0-3
Prerequisite: LEAS 1100. The study of pre-trial procedures and tactics in civil and criminal cases. The course will include methods of investigation, interviewing clients, preparation of clients and witnesses for testifying, competency of evidence, preparation of interrogatories, other discovery methods, and pleadings.
- LEAS 3220 Business Entities 3-0-3
Prerequisite: LEAS 1100. The study of corporate, partnership and agency law. This course will examine the applicable law as well as the formation and dissolution of various types of business entities.
- LEAS 3230 Criminal Law for the Paralegal 3-0-3
Prerequisite: LEAS 1100. The study of procedural and substantive criminal law. The application, interpretation, and enforcement of criminal law will be addressed. The role of the paralegal in the criminal justice system will be emphasized.
- LEAS 3240 Civil and Criminal Procedure 3-0-3
Prerequisite: LEAS 1100. The study of the methods used to litigate civil and criminal cases in both state and federal court. The preparation of documents necessary to move cases through the courts will be emphasized, as well as the role of the paralegal in litigation.
- LEAS 4200 Family Law 3-0-3
Prerequisite: LEAS 1100. The study of applicable law surrounding family relationships. The issues of adoption, marriage, divorce, alimony, child custody and support, and property division, will be addressed.
- LEAS 4210 Consumer Law 3-0-3
Prerequisite: LEAS 1100. The study of the laws that govern consumer practices. The law surrounding commercial paper, contracts, sales, and secured transactions will be emphasized.
- LEAS 4220 Administrative Law 3-0-3
Prerequisite: LEAS 1100. The study of laws governing administrative agencies of government. Special emphasis will be placed on the role of the paralegal in dealing with various administrative agencies.
- LEAS 4230 The Law of Real Property Transactions 3-0-3
Prerequisite: LEAS 1100. The study of laws that control real property transactions. Topics include the conveyancing of real property, title search methods and landlord-tenant issues.
- LEAS 4250 Trial Advocacy 3-0-3
Also offered as POLS 4250. An examination of all aspects of presenting a case in trial. Students develop effective methods for analyzing and preparing cases for presentation in trial. Students will learn and use basic technical skills necessary as members of the University's Mock Trial Team at tournaments sponsored by the American Mock Trial Association.
- LEAS 4700 Directed Study in Legal Assistant Studies 1-0-1 to 3-0-3
Prerequisites: Legal Assistant Studies major and LEAS 1100. Directed reading and research in selected areas of legal assistant studies. Topics examined will include those not normally found in established legal assistant studies courses. Regular conferences between instructor and student will be required. Permission of the advisor, instructor and department head must be obtained prior to registration.
- LEAS 4802 Special Topics in Legal Assistant Studies 3-0-3
Prerequisite: LEAS 1100. Selected topics of interest in legal assistant studies.
- LEAS 4900 Internship in Legal Assistant Studies 3-0-3
Prerequisite: Legal Assistant Studies major, LEAS 1100 and LEAS 3200. Permission of the advisor, instructor and department head must be obtained prior to registration. Supervised, practical experience in an appropriate legal setting.

LIBS: LIBRARY SCIENCE

- LIBS 1000 Introduction to Library Resources 1-0-1
Designed to promote an awareness of Valdosta State University Library Services and general information resources, including the role of information in society, research skills, the Internet, and critical thinking skills.
- LIBS 2000 Introduction to Specialized Library Resources 1-0-1 to 2-0-2
Offered at departmental request. A study of the reference resources essential to majors in the department requesting the course.

LING: LINGUISTICS

- LING 4000 Elements of Linguistics 3-0-3
Prerequisite or co-requisite: ENGL 2110 or 210H, 2120 or 2120H, 2130 or 2130H, or 2140. A study of applied linguistics which examines the nature, structure, and diversity of language, including the phonological, syntactic, and semantic patterns of English in contrast to features of other selected languages. The course may be part of the 9-hour sequence for those seeking an English to Speakers of Other Languages (ESOL) endorsement to a Georgia state teaching certificate.
- LING 4160 Sociolinguistics 3-0-3
Prerequisite or Co-requisite: LING 4000. A study of the nature of language and the relationships between language and culture. Emphasis on cultural and social factors affecting language. The course may be part of the 9-hour sequence for those seeking an English to Speakers of Other Languages (ESOL) endorsement to a Georgia state teaching certificate.

MATH: MATHEMATICS

- MATH 0097, MATH 0099
See the Learning Support Section on the last page of the course offerings.
- MATH 1101 Introduction to Mathematical Modeling 3-0-3
A study of algebraic topics from a modeling perspective. Introduction to different types of models including linear, quadratic, polynomial, exponential, and logarithmic. Emphasis is on gathering, presentation, and interpretation of data by using real-world examples as models.
- MATH 1111 College Algebra 3-0-3
Algebraic topics including polynomials, rational expressions, equations, inequalities, graphing, exponents and radicals, relations and functions through exponential and logarithmic functions.
- MATH 1112 Trigonometry 3-0-3
Prerequisite: MATH 1111 or equivalent. Circular, trigonometric, and inverse functions, mathematical induction, the binomial theorem, and complex numbers.
- MATH 1113 Precalculus 3-0-3
Prerequisite: Either MATH 1112 or both a Mathematics SAT score greater than 549 and a strong background in high school mathematics including the equivalent of MATH 1112. Study of polynomial, rational, and transcendental functions and applications, conic sections, polar coordinates, parametric equations, and mathematical induction.

- MATH 1113H Honors Precalculus 3-0-3
Prerequisite: Either MATH 1112 or both a mathematics SAT score greater than 549 and a strong background in high school mathematics including the equivalent of MATH 1112 Study of polynomial, rational, and transcendental functions and applications, conic sections, polar coordinates, parametric equations, and mathematical induction. Focus on concepts and real-world applications.
- MATH 1261 Survey of Calculus I 3-0-3
Prerequisite: MATH 1111 or MATH 1101. Topics include limits, continuity, differentiation of functions of one variable, and applications.
- MATH 1262 Survey of Calculus II 3-0-3
Prerequisite: MATH 1261. A continuation of Survey of Calculus I. Topics include techniques and applications of integration of functions of one and several variables, and techniques and applications of differentiation of functions of several variables.
- MATH 2150 Introduction to Linear Algebra 3-0-3
Prerequisite: MATH 2261 or consent of instructor. Systems of linear equations, matrices, determinants, and their properties; vectors and inner products; vector spaces; linear transformations; eigenvalues and eigenvectors. Special emphasis is placed on applications.
- MATH 2160 Mathematical Inquiry for Teachers 3-0-3
Prerequisite: MATH 1101 or MATH 1111, with a grade of "C" or higher. An inquiry-based, problem-centered treatment of mathematics, including the general content areas of probability, statistics, geometry, and algebra. Designed for ECED, MGED, and SPEC majors.
- MATH 2261 Analytic Geometry and Calculus I 4-0-4
Prerequisite: MATH 1112 or preferably MATH 1113. Introduction to limits, derivatives, integration, fundamental theorem of calculus, and applications.
- MATH 2261H Honors Analytic Geometry and Calculus I 4-0-4
Prerequisite: MATH 1113 or its equivalent and a Math SAT score greater than 549. This enriched version of MATH 2261 will introduce limits, differentiation, integration, the fundamental theorem of calculus, and applications.
- MATH 2262 Analytic Geometry and Calculus II 4-0-4
Prerequisite: MATH 2261. Integrals; exponential, logarithmic, trigonometric, and inverse functions; applications of calculus; parametric equations; polar coordinates; sequences and series.
- MATH 2263 Analytic Geometry and Calculus III 4-0-4
Prerequisite: MATH 2262. Three-dimensional analytic geometry; functions of several variables; partial derivatives; multiple integrals, line and surface integrals.
- MATH 2620 Statistical Methods 3-0-3
Prerequisite: MATH 1111 or MATH 1101. An introductory course in statistics. Topics include descriptive statistics; basic notions of probability, random variables, probability distributions, simple random sampling, and sampling distributions; confidence intervals and hypothesis tests; and regression. The application of statistical methodology and the use of computer software are emphasized.
- MATH 3000 Tutoring in Mathematics 2-0-2
Prerequisite: Consent of Tutoring Center Director. Graded "Satisfactory" or "Unsatisfactory." Philosophy and fundamentals of one-to-one tutoring in mathematics that takes place in the Tutoring Center. Review of basic mathematical concepts in algebra and calculus. Introduction to current technology for enhancement of mathematics instruction. Students must complete this course, designed for the Tutoring Center tutors in mathematics, prior to tutoring in the center or must register for this course during their first semester of tutoring.

- MATH 3010 History of Mathematics 3-0-3
Prerequisite: MATH 2261. A study of the development of mathematics from primitive times to the twentieth century; including numeral systems, arithmetical methods, origins of algebra, geometry, trigonometry, analytic geometry, calculus; and selected topics from modern mathematics.
- MATH 3040 Set Theory 3-0-3
Prerequisite: MATH 2262. Propositional and predicate logic; mathematical induction. Logic and structure of sets as related to mathematical proof. Relations, and cardinality.
- MATH 3080 Algebraic Structures 3-0-3
Prerequisite: MATH 3040. An examination of the structural foundations of the secondary school algebra curriculum. Topics include rings, integral domains, groups (including groups of transformations) and polynomials. Emphasis on development of students' deductive reasoning and proof techniques.
- MATH 3140 Mathematics for Special Education Teachers 3-0-3
Prerequisite: MATH 1111. Fundamental mathematical concepts beginning with prenumber notions and then extending to number concepts, numeration systems, and computational algorithms for whole and rational numbers; geometry and measurement, and the role of technology in mathematics instruction.
- MATH 3161 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 3162 Mathematics for Early Childhood Teachers II 2-2-3
Prerequisite: Grade of "C" or higher in Math 3161. An in-depth study of concepts and processes underlying the P-5 school mathematics curriculum, with special emphasis on measurement, geometry, and the fundamentals of probability and statistics. Problem solving and historical context serve as unifying strands.
- MATH 3180 Mathematics for Middle School Teachers 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 3190 Algebra and Geometry for Teachers 3-0-3
Prerequisite: Grade of "C" or higher in either MATH 2261 or MATH 3180. An in-depth study of the concepts and processes underlying the middle and secondary school mathematics curriculum, with special emphasis placed upon the integrated development of algebra, geometry, and analytical geometry. Problem solving and historical context serve as unifying strands.
- MATH 3340 Ordinary Differential Equations 3-0-3
Prerequisite: MATH 2262 or consent of instructor. Differential equations of first and second order, linear equations of higher order, and applications.
- MATH 3510 Foundations of Geometry 3-0-3
Prerequisite: MATH 3040. A study of Euclidean and non-Euclidean plane geometry from both synthetic and metric approaches. Topics include concepts related to incidence, betweenness, plane separation and convexity, congruence, and parallelism, with some attention given to geometric transformations.

- MATH 3600 Probability and Statistics 3-0-3
Prerequisite: MATH 2262 or MATH 1262, with a grade of "C" or higher. Descriptive statistics, probability distributions for discrete and continuous random variables, statistical inference, one way analysis of variance, and regression analysis.
- MATH 3900 Mathematical Theory of Interest 3-0-3
Prerequisite: MATH 2262. A treatment of the mathematical theory and the practical applications of the various measures of interest. Included in the topics to be covered are simple and compound interest, continuous annuities, varying annuities, amortization, sinking funds, bonds, valuation of securities.
- MATH 4081 Modern Algebra I 3-0-3
Prerequisite: MATH 4150 or MATH 3040 or consent of instructor. Topics from groups, rings, and fields. Subgroups, cyclic groups, permutation groups, normal subgroups, homomorphisms, Cayley's and Lagrange's Theorems, factor groups, abelian groups, direct products. Introduction to rings and fields.
- MATH 4082 Modern Algebra II 3-0-3
Prerequisite: MATH 4081. Continuation of MATH 4081 with emphasis on rings and fields. Rings, integral domains, and fields. Vector spaces, extension fields, finite fields.
- MATH 4085 Applied Modern Algebra 3-0-3
Prerequisite: MATH 4081. Lattices, Boolean algebras, semigroups, binary group codes, binary relations, and graphs. Special emphasis is placed on applications.
- MATH 4110 Number Theory 3-0-3
Prerequisite: MATH 2262. Elementary properties of integers including divisibility, unique factorization, progressions and prime numbers. Linear congruences and residue classes, complete and reduced residue systems, Chinese Remainder Theorem, quadratic residues, law of quadratic reciprocity, Theorems of Fermat and Wilson, Fibonacci and perfect numbers, sums of squares, elementary theory of continued fractions.
- MATH 4150 Linear Algebra 3-0-3
Prerequisites: Either MATH 2150 and MATH 3040 or consent of instructor. Introduction to the theory of vector spaces, with emphasis on finite-dimensional vector spaces, linear systems, matrices, linear transformations, eigenvalues, and related subjects.
- MATH 4161 Mathematical Reasoning 3-0-3
Prerequisite: Grade of "C" or higher in either MATH 3162 or MATH 3180 or permission of instructor. An in-depth study of concepts and processes underlying the P-8 school mathematics curriculum with special emphasis on informal and formal mathematical reasoning. Problem solving and historical context serve as unifying strands. The analysis and remediation of student errors manifested in the application of conceptual and procedural mathematical knowledge will also be addressed.
- MATH 4260 Mathematical Analysis 3-0-3
Prerequisites: MATH 3040 or consent of instructor or MATH 2263 with a grade of "A" or "B." A study of the principles of mathematical analysis; point set topology in Euclidean and metric spaces, numerical sequences and series, continuity, differentiation, integration, sequences and series of functions.
- MATH 4300 Functions of a Complex Variable 3-0-3
Prerequisite: MATH 2263. Introductory study of the algebraic and geometric properties of the complex number system and functions of a complex variable. Limits, continuity, and differentiation of complex functions. Analytic functions and the Cauchy-Riemann conditions. Integration of complex functions; Cauchy-Goursat theorem; Cauchy integral formula; the theorems of Morera and Liouville. Taylor and Laurent series expansions. Residues and poles with applications to integration. Conformal mappings.

- MATH 4540 Topology 3-0-3
Prerequisite: MATH 3040. The study of point set topology in metric and topological spaces. Open and closed sets, compactness, connectedness, topological mappings, separation, product and functions spaces.
- MATH 4621 Mathematical Statistics I 3-0-3
Prerequisites: MATH 2263 and either MATH 2620 or MATH 3600. Distributions of random variables, conditional probability and stochastic independence, multivariate and some special distributions, and distributions of functions of random variables.
- MATH 4622 Mathematical Statistics II 3-0-3
Prerequisite: MATH 4621. Introduction to statistical inference, sufficient statistic, estimation theory, theory of statistical tests, and inferences about normal models.
- MATH 4630 Topics in Applied Statistics 3-0-3
Prerequisite: MATH 3600 or consent of instructor. Topics in applied statistics will be selected from quality control, sampling theory, nonparametric statistics, experimental design, or regression analysis.
- MATH 4651 Numerical Analysis I 3-0-3
Prerequisites: MATH 2262 and CS 1301. Development and implementation of efficient numerical methods; locating roots of nonlinear equations; solving systems of linear equations; numerical differentiation and integration; interpolation; approximation of functions.
- MATH 4652 Numerical Analysis II 3-0-3
Prerequisites: MATH 4651 and MATH 3340. Continuation of MATH 4651. Determination of eigenvalues and eigenvectors of matrices; method of least squares, and curve fitting; numerical solutions of ordinary and partial differential equations.
- MATH 4901 Operations Research I 3-0-3
Prerequisite: MATH 2150 or MATH 4150. Mathematical aspects and applications of Operations Research. Topics are selected from linear programming (mainly), integer programming, and dynamic programming.
- MATH 4902 Operations Research II 3-0-3
Prerequisite: MATH 3600 or MATH 4621 (Note that MATH 4901 is not a prerequisite). An introduction to stochastic operations research. Topics are selected from stochastic modeling and optimization, probability models, queuing theory, and Monte Carlo simulation.
- MATH 4910 Mathematical Models 3-0-3
Prerequisite: MATH 2263 and MATH 3600, each with a grade of "C" or higher, or consent of instructor. An introduction to basic principles and applications of classical mathematical models, optimization models and probabilistic models.
- MATH 4980 Senior Seminar 3-0-3
Prerequisite: A 4000-level course in algebra, analysis, or topology. A capstone experience in pure mathematics. Topics in an area of algebra, analysis, or topology will be covered and presented in a written and/or oral form.
- MATH 4990 Special Topics in Mathematics 1-0-1 to 3-0-3
Prerequisites: Consent of instructor and Head of the Department of Mathematics and Computer Science. Topics and credits to be assigned. May be taken more than once if topics are different.
- MATH 4990H Honors Special Topics in Mathematics 1-0-1 to 3-0-3
Prerequisites: Consent of instructor and Head of the Department of Mathematics and Computer Science. Topics and credits to be assigned. Student presentations will be required. May be taken more than once if topics are different.

MDIA: MASSMEDIA

- MDIA 2000 Introduction to Mass Media** 3-0-3
The study of the processes, elements, uses, and impacts of mass media, including history, development, operation, and cultural effects of books, newspapers, magazines, motion pictures, radio, television, sound recordings, and computer media.
- MDIA 2000H Introduction to Mass Media (Honors)** 3-0-3
An honors-level study of the processes, elements, uses, and impacts of mass media, including history, development, operation, and cultural effects of books, newspapers, magazines, motion pictures, radio, television, sound recordings, and computer media.
- MDIA 2050 Introduction to Electronic Media Production** 3-0-3
Concurrent registration for MDIA 2000 is recommended. An introduction to the processes of radio and television production. Designed to provide an understanding of the concepts and applications employed in production for radio and television and to teach the basic skills required to operate the audio and video equipment utilized for radio and television production.
- MDIA 2100 Introduction to Broadcast Writing** 3-0-3
Prerequisites: MDIA 2000 and MDIA 2050 or consent of instructor. An introduction to the variety of standard writing styles employed by media professionals. Topics include news writing, advertising copy, public service announcements, and an introduction to copy writing formats for television and radio. Basic television scripting for short and long-form programming is also introduced.
- MDIA 2150 Radio Studio Production** 2-4-4
Prerequisites: MDIA 2050 and MDIA 2100 or consent of instructor. Introduction to radio studio production techniques and applications. Topics include editing and the incorporation of music, sound effects, and voice to produce effective commercial and public service announcements. Station formats, live on-air production techniques, news, sports, and remote production are also addressed.
- MDIA 2500 Computer Mediated Communication** 3-0-3
Prerequisite: Restricted to MDIA majors or consent of instructor. An introduction to the processes of mediated communication. Topics include the Internet, mass media and the Web, virtual communities, and how computer mediated communication affects privacy, interpersonal relationships, and the global village.
- MDIA 3050 Broadcast Performance and Announcing** 3-0-3
Prerequisites: Major status, MDIA 2050, and THEA 1000, or consent of instructor. Application of the fundamentals of voice and articulation for effective on-air performance on both radio and television. Topics include vocal techniques and delivery styles, appearance for on-camera performance in television, audience perceptions, station sound and image, and limited voice characterizations for "voice-over" media. Required of all majors in audio emphasis and broadcast journalism emphasis.
- MDIA 3120K Television Studio Production I** 2-4-4
Prerequisites: Major status, MDIA 2050, and MDIA 2100, or consent of instructor. Intermediate television production focusing on the applied skills required for television production. Topics include studio operations, camera operation, control room competency, as well as scripting, producing, and directing. Pre-production, production, and post-production will also be addressed.
- MDIA 3130K Audio Production I** 2-4-4
Prerequisites: MDIA 2050; restricted to MDIA majors. An introduction to audio production and postproduction techniques in field and studio settings. Topics include the use of audio in visual media, sound recording and editing techniques, and the correct use of audio production and postproduction equipment.

- MDIA 3150K Electronic Field Production I 2-4-4
Prerequisites: Major status, MDIA 2050, and MDIA 2100, or consent of instructor. Introduction to electronic field and remote productions, including single and multiple camera operations. Basic field camera operations, tape to tape editing, editing techniques, single/multiple camera continuity, and scripting are all addressed.
- MDIA 3200 Broadcast Radio Programming 3-0-3
Prerequisites: Major status and MDIA 2000, or consent of instructor. A comprehensive overview of radio station programming practices. Topics include station formats, basic principles of music format selection, personality development, promotion, and the growth of "narrowcasting."
- MDIA 3300 The Music Industry 3-0-3
Prerequisites: MDIA 3110K and MDIA 3130K, or permission of instructor. Also offered as MUSC 3300. Introduction to the music industry, including business aspects and the application of multitrack recording techniques. Topics include recording contracts, legal and copyright issues, music promotion and distribution channels, and technological developments affecting the industry. Students will learn music recording software, MIDI, the multitrack recording console, and microphone design and placement. Students will gain practical experience by recording music performances and producing them on compact disc.
- MDIA 3350 Aesthetics of Electronic Media 3-0-3
Prerequisite: MDIA 2000 or consent of instructor. The study of the application of advanced film and video techniques. Topics include narrative structure, cinematography, directing technique, editing, sound design, and the language of production.
- MDIA 3400 Broadcast Script Writing 3-0-3
Prerequisite: MDIA 2100 or consent of instructor. An advanced writing course building upon the skills acquired in MDIA 2100. The student will develop a full-length teleplay, screenplay, or radio drama. Topics include development of treatments, plotting, sequencing, character analysis, and synopsis. The techniques required for effective scene construction, plot twists, comedic slants, dramatic tones, and other advanced script writing techniques are also introduced.
- MDIA 3450 Media Ethics 3-0-3
Prerequisites: Major status and completion of lower division major core, or consent of instructor. A comprehensive overview of the major ethical philosophers and perspectives and how these works impact ethical decisions in today's media. Topics will be discussed and analyzed to help the mass media student form a foundation for decision making within an ethical framework.
- MDIA 3500 Broadcast News Writing 3-0-3
Prerequisite: MDIA 2100 or consent of instructor. An advanced writing course building upon the skills learned in MDIA 2100. Students will develop their skills in researching, writing, and editing broadcast news. Interviewing techniques, in-depth study of Associated Press broadcast writing style, and scripting for both radio and television news will be emphasized.
- MDIA 3800 Audio Theory and Design 3-0-3
Prerequisites: Restricted to MDIA majors or consent of instructor. This course provides a theoretical investigation into the properties of audio and sound. Topics include the physiology and psychology of hearing, acoustics, psychoacoustics, sound design, sound environments, ambience, sound theory, and audio's relationship with radio, television, and film.
- MDIA 3950 Directed Study 1 to 3 hours credit
Prerequisite: Major status and approval of advisor, instructor, and department head. Individualized study in an area or subject not normally found in established courses offered by the department, may also allow the student to explore in more detail a topic that is normally covered by the department.

- MDIA 4030 Selected Topics in Mass Media 1 to 3 hours credit
Prerequisites: MDIA 2050 and MDIA 2100, or consent of instructor. Intensive study of a topic relevant to broadcast media. The introduction of alternative approaches to the study of media themes, applications, trends, and media issues. Provides an opportunity to explore other topics outside the prescribed curriculum of mass media. Offerings will reflect current issues relevant to those students interested in a specific area of interest.
- MDIA 4100 Media Economics and Management 2-4-4
Prerequisites: Restricted to MDIA majors with upper-division status or consent of instructor. An examination of the economic structure of the American radio and television systems focusing upon audience measurement and delivery, ownership consolidation, cross-media platforms, standard practices of achieving fiscal stability, community outreach and service, and personnel utilization.
- MDIA 4120K Television Studio Production II 2-4-4
Prerequisite: MDIA 3120K or consent of instructor. Advanced television production focusing on the hands-on application of skills for the construction of television programs. Students are expected to enter with a working knowledge of the television studio since this is a rigorous and labor intensive course in which students are expected to produce broadcast quality programs.
- MDIA 4130K Audio Production II 2-4-4
Prerequisites: MDIA 3130K; restricted to MDIA majors. An advanced course of audio production techniques for radio, television, and film. Topics include digital audio techniques, mixing soundtracks for visual media, advanced electronic audio editing, and the use of music, sound effects, and Foley recording.
- MDIA 4150K Electronic Field Production II 2-4-4
Prerequisite: MDIA 3150K or consent of instructor. Advanced field production involving field shoots, remote shoots, and editing. Advancing technologies in the area of post-production editing will be introduced, and students will be responsible for development of script ideas, scheduling, and project completions on deadline. The class is labor intensive.
- MDIA 4240K Television Directing and Producing 2-4-4
Prerequisite: MDIA 3120K or consent of instructor. Advanced television production allowing for the free flow of development and construction of television programming. Requires the thoughtful articulation of project proposals that must be approved by the instructor within the first five class meetings.
- MDIA 4270 Diversity in Media 3-0-3
Prerequisites: Restricted to MDIA majors or consent of instructor. A critical examination of the relationships between the media and different races, classes, ethnicities, and genders. Topics include how the media represent various groups, how audiences are affected by these representations, how minorities are employed in the media industry, and alternative media.
- MDIA 4350 Broadcasting and Culture 3-0-3
Prerequisites: Major and senior status, or consent of instructor. A critical examination of the broadcast media, with emphasis on the connections among the message, the medium, society, and culture. This synthesis will help the student develop a clearer understanding of uses and gratifications, society's relation to media, and how media may effect society.
- MDIA 4400 Media Criticism 3-0-3
Prerequisites: Major status and upper division status, or consent of instructor. An overview of the theoretical and practical study of the critical media examination. It includes describing, interpreting, and judging mediated messages utilizing critical methods. Students will examine various approaches to media criticism and how they are be applied to the broadcast media.

- MDIA 4450 International Media 3-0-3
Prerequisite: Junior or senior status or consent of instructor. A critical examination of media systems around the world and the societies in which they function. The role of governmental regulation, cultural factors, and language will be studied. Students will be required to analyze global media, national identities, and the concept of international communication. A comparative analysis of various systems is also required.
- MDIA 4600 Digital Media Production 2-4-4
Prerequisite: MDIA 3150K or consent of instructor. Advanced applications of digital video editing, storage, and delivery systems. Areas to be covered include advanced editing on computer-based non-linear systems, digitizing media, encoding, DVD authoring, CD video, streaming video, live web broadcasting and web page design. Students must complete a digital media presentation for their portfolio.
- MDIA 4800 Media Law 3-0-3
Prerequisites: Restricted to MDIA majors with senior status, or consent of instructor. A comprehensive overview of First Amendment principles, communication law, and the regulatory practices of the Federal Communications Commission. Topics include media regulation, libel issues, prior restraint, and copyright
- MDIA 4950 Senior Seminar 1-0-1
Prerequisite: Restricted to student in their final semester of study in Mass Media. A seminar bringing together all second semester seniors, focusing on student contribution to discussion and critiques of his/her fellow student's portfolio presentation and defense of his/her work in the program as evidenced by the materials placed into his/her portfolio during progress through the major. Examples of writing and creative endeavor will be presented and critically analyzed. The student will also successfully complete a comprehensive proficiency exit exam and/or interview.
- MDIA 4961 Audio Workshop 1 hour credit
Prerequisites: MDIA 3110K or MDIA 3130K, or consent of instructor. Student participation in the production of audio and radio programming. May be repeated for credit.
- MDIA 4962 Video Workshop 2 hours credit
Prerequisites: MDIA 3120K or MDIA 3150K, or consent of instructor. Student participation in the production of programming for VSU-TV, the University programmed cable access channel. May be repeated for credit.
- MDIA 4963 International Documentary Production Workshop 3 hours credit
Prerequisite: Consent of instructor. Student participation in the production and postproduction of international video documentaries. May be repeated for credit.
- MDIA 4970 Internship 3 to 9 hours credit
Prerequisite: Major and senior status; approval of faculty internship director. Graded "Satisfactory" or "Unsatisfactory." The placement of students in apprentice and intern positions in professional environments including radio and television stations and other media industry organizations in order to enlarge the student's professionalism. May be taken only during the student's final two semesters.

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 2999 Entry to the Education Profession 0 hours credit
 Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.
- MGED 3000 Special Topics in Middle Grades Education 1-0-1 to 3-0-3
 Prerequisite: Admission to teacher education. Studies of selected topics in middle grades education.
- MGED 3110 Intergrating Technology in Middle Grades Education 2-0-2
 Prerequisites: MGED 2999 and admission to MGED professional program. Focuses on advancing a learner's systematic, progressive migration to a student-centered, technology-empowered classroom. Central theme is intergrating technology into the curriculum.
- MGED 3210 Literature for Middle Grades Education 3-0-3
 A survey of literary forms appropriate for middle grades child (Grades 4-8). Emphasis is placed on methods of classification, selection and presentation of literature to children in the middle grades.
- MGED 3220 Writing in the Content Areas for Middle Grades 3-0-3
 Designed for majors to acquire instructional strategies for including writing in all content areas of middle grades curriculum.
- MGED 3310 Methods of Teaching Geography in Middle Grades 3-0-3
 Covers methods and materials used in teaching geography. Concepts include land and water forms, relief features, direction and distance, social data, economic information, political information, scientific information, and human factors.
- MGED 3410 Teaching Geometry and Measurement in Middle Grades 3-0-3
 Methods and materials for instruction in informal geometry and measurement. Teaching techniques applied to both solid and planar geometry.
- MGED 3420 Teaching of Probability and Statistics in Middle Grades 3-0-3
 Experimentally-based activities of teaching probability and statistics in grades 4-8. Data collection, organization, graphical presentation and interpretation. Methods and materials for teaching probability with an emphasis on application.
- MGED 3450 Applications of New Technology in Teaching Middle Grades Mathematics 3-0-3
 Integration of technology across mathematics curriculum 4- 8. Utilization of all aspects of computer technology and software, calculators, and graphing calculators.
- MGED 3460 Teaching Problem Solving in Middle Grades Mathematics 3-0-3
 Problem solving as an overriding goal of mathematics instruction. Development of repertoire of strategies in pupils for solving non-routine problems. Techniques for promoting alternative solutions and methods of attack.
- MGED 3510 Life Science for Middle Grades Education 3-0-3
 Basic life science concepts necessary for middle grades science teacher, presented in context of middle grades curriculum. Includes appropriate activities and projects for reconceptualizing the middle level life science instruction.
- MGED 3990 Development and Education of the Middle Grades Student, Part 1 3-0-3
 Prerequisites: MGED 2999, ACED 2400, and admission to Teacher Education. Nature and needs of middle grades students and how cultural forces, family, community, and school, impact their development and education. Field Experience required.

- MGED 4000 Development and Education of the Middle Grades Student, Part 2 3-0-3
Prerequisites: MGED 2999 and admission to the MGED professional program. Study of the curriculum needs of middle grades student. Emphasis on curriculum as it relates to the unique transitional needs of middle grades students. Areas addressed are curricular planning, construction, and materials selection. Part of professional program, and all courses in Block A must be taken together.
- MGED 4030 Humanities Methods for Middle Grades Education 3-0-3
Prerequisites: MGED 2999 and admission to the MGED professional program. Designed to examine the teaching of humanities methods in middle grades. Emphasis on how to facilitate students' acquisition and application of reading skills and other communication/literacy skills, and social studies concepts/skills in present and future community. Established practices and innovations investigated. Part of professional program, and all courses in Block A must be taken together.
- MGED 4050 Science and Mathematics Methods for Middle Grades Education 3-0-3
Prerequisites: MGED 2999 and admission to the MGED professional program. Designed to examine the teaching of science and mathematics methods in middle grades. Emphasis on middle level students acquisition and application of science and mathematics content, process, problem solving skills, and content standards. Part of professional program and all courses in Block A must be taken together.
- MGED 4600 Practicum in Middle Grades Education 0-0-3
Prerequisites: Admission to teacher education and hired on a provisional certificate.
- MGED 4620 Apprenticeship in Middle Grades Teaching 0-0-1
Prerequisites: MGED 2999 and admission to the MGED professional program.
- MGED 4790 Student Teaching in the Middle Grades 0-0-10
Prerequisites: MGED 2999 and completion of all course work and a 2.5 GPA.
- MGED 4800 Professional Practices Seminar 2-0-2
Prerequisites: MGED 2999 and completion of all course work and a 2.5 GPA. Corequisite: MGED 4790. Reflection of educational practices and refinement of concepts emanating from student teaching experience
- MGED 4900 Directed Study in Middle Grades Education 1-0-1 to 3-0-3
Prerequisites: Senior Standing and a 3.0 GPA. Opportunity for intensive individual study in student's field of specialization of an area peculiar to his or her needs.

MGNT:MANAGEMENT

- MGNT 3250 Organizational Behavior And Management 3-0-3
Prerequisite: Completion of Area F of the Curriculum for Business Administration. Behavioral science fundamentals and management applications emphasizing individual and group behavior. Topics include perception, attitude, personality, motivation, leadership, group dynamics, interpersonal communication, job design, learning theory, decision making, conflict, power, organizational politics, organizational culture, and organizational theory, as well as management process concepts like planning and control.
- MGNT 3300 Production And Operations Management 3-0-3
Prerequisite: BUSA 2100 or MATH 2620, and Corequisite: MGNT 3250. The basic concepts of production and operations management including manufacturing planning and control systems, quality control, inventory control, time standards, facility location, and plant layout. Changes in the global competitive environment and their effects on manufacturing methodologies are integrated throughout the course.

- MGNT 3910 Small Business Management/Entrepreneurship 3-0-3
Corequisite: MGNT 3250. Analysis of simulated and actual business opportunities. The relationship of the entrepreneur to the formation and growth of the enterprise is studied in its economic and social environment.
- MGNT 3920 Family Business Management 3-0-3
Corequisite: MGNT 3250. Management issues and techniques for the family-owned and/or managed enterprise. Topics include stages of development of family business, planning for transitions in ownership and management, human relations issues, conflict resolution, and opportunity identification and exploitation.
- MGNT 4000 Human Resource Management 3-0-3
Corequisite: MGNT 3250. The recruitment, selection, training, development, utilization, and maintenance of human resources by organizations. Topics also include labor-management relations and the legal environment.
- MGNT 4010 Labor Relations 3-0-3
Prerequisite: MGNT 4000 or consent of instructor. The legal environment and historic development of labor unions as well as the processes of collective bargaining, contract negotiation, grievance handling, mediation, and arbitration. State and Federal legislation affecting labor-management relations and employee benefit plans are studied in depth.
- MGNT 4020 Performance Management and Rewards 3-0-3
Prerequisites: MGNT 3250 and MGNT 4000. The process of developing and managing the appraisal of and rewarding of performance and the effective job analysis on which they depend. Topics include various types of job analysis, methods of collecting information about jobs, developing compensation systems, pay surveys, developing and managing performance appraisals, types of performance appraisals, merit pay, and incentives.
- MGNT 4060 Career Development 3-0-3
Major issues in career development and management in organizations. The goals of this course are to increase students' skills in managing their own careers and to increase students' skills in developing the careers of their subordinates.
- MGNT 4200 Leadership Skills 3-0-3
Corequisite: MGNT 3250. An examination and practical application of leadership theories, rules and responsibilities in a dynamic business environment. Through experiential learning, case analysis, readings, and interactions with practitioners, students develop leadership skills in decision-making, communicating, managing conflicts, and motivating individuals and groups.
- MGNT 4630 Organizational Analysis and Design 3-0-3
Prerequisite: MGNT 3250. Application of organization theory to managerial decisions. Students learn how to describe, analyze, design, and improve organizations through matching their structures, systems, cultures, and leadership to strategies and environments. Concepts are applied through case studies and current business events.
- MGNT 4640 Management Science 3-0-3
Prerequisites: BUSA 2100 or MATH 2620, and MGNT 3250. Applications of quantitative techniques to managerial decisions. Topics include linear programming, decision theory, applications of probability, forecasting, transportation problems, and network analysis. Computers are used in problem solving.
- MGNT 4650 Organizational Change and Development 3-0-3
Corequisite: MGNT 3250. Application of behavioral science concepts to organizational change. Students work in groups to develop interpersonal and problem solving skills. Organizational Development (OD) is aimed at improving organizational effectiveness by means of planned, systematic change interventions that allow individuals, groups, and organizations to develop their potential productivity and quality of work life.

- MGNT 4700 Total Quality Management 3-0-3
 Corequisite: MGNT 3250. Application of Total Quality Management concepts in improving organizations. An introduction to why and how businesses use TQM, and TQM's prime goal: complete customer satisfaction at the lowest cost level. Topics also include the tools and procedures for continuously improving processes, the team approach for applying TQM, actions used to introduce and implement TQM, institutionalization of TQM in organizational processes, and the transfer of TQM skills and procedures to suppliers and customers.
- MGNT 4800 International Management 3-0-3
 Corequisite: MGNT 3250. The management of organizations in a global business environment. Topics include the effects of socio-cultural, economic, geographic, legal, political, and technological differences on management and organizational behavior including staffing, interpersonal communication, negotiation, leadership, and organizational effectiveness.
- MGNT 4950 Directed Study in Management 1 to 3 hours credit
 Directed research, readings or project in management. The proper form must be submitted to the Dean of the College of Business Administration at least two weeks prior to the beginning of the semester. May be taken more than once for up to 3 hours if topics are different.
- MGNT 4990 Special Topics in Management 1 to 3 hours credit
 Prerequisite: Consent of instructor and Department Head. Topics to be assigned. May be taken more than once for up to 3 hours if topics are different.

MKTG:MARKETING

- MKTG 3050 Introduction to Marketing 3-0-3
 Prerequisites: Non-Business Majors: ECON 1500 or ECON 2106; Business Majors: Completion of Area F for Business Administration. Basics of targeting products and services to satisfy customer needs through product, price, promotion, and distribution strategies. Marketing strategies are discussed within the context of prevailing political, social, ethical, economic, legal, competitive, and technological environments.
- MKTG 3060 Professional Selling 3-0-3
 Fundamentals of personal selling and the behavioral aspects of the persuasion process, including social, ethical, and legal responsibilities.
- MKTG 4000 Principles of Promotion 3-0-3
 Prerequisite: MKTG 3050. Organization, basic principles, economic, legal, and social aspects of promotion and testing promotional effectiveness.
- MKTG 4020 Retailing 3-0-3
 Prerequisite: MKTG 3050. Fundamentals and principles employed in the analysis and evaluation of the retail intermediary.
- MKTG 4060 Sales Management 3-0-3
 Prerequisite: MKTG 3050. Basic principles in recruiting, supervising, training, managing, motivating, evaluating, and compensating salespeople and sales forces.
- MKTG 4620 Buyer Behavior 3-0-3
 Prerequisite: MKTG 3050. Motives, attitudes, and expectations of consumers and purchasing agents that contribute to the understanding of the marketing process.
- MKTG 4650 Marketing Research 3-0-3
 Prerequisites: MATH 1261, MKTG 3050, and BUSA 2100 or MATH 2620. Develops the scientific process of problem solving in a marketing context. Covers the concepts of problem definition, hypothesis testing, questionnaire development, research design, and interpretation of statistical findings.

- MKTG 4670 Marketing Channels 3-0-3
Prerequisite: MKTG 3050. Study of the firm's distribution function. Covers channel design, strategy, and structure; channel participants and functions; channel management; and physical distribution and logistics systems.
- MKTG 4680 International Marketing 3-0-3
Prerequisite: MKTG 3050. Study of marketing and international business using the framework of the world market place. Aspects of marketing that are unique to international business are emphasized.
- MKTG 4740 Business-to-Business Marketing 3-0-3
Prerequisite: MKTG 3050. Study of the process of buying from and selling to other businesses. Topics include market and product planning, pricing, financing, sales force management, and legal aspects of business marketing.
- MKTG 4750 Marketing of Services 3-0-3
Prerequisite: MKTG 3050. Highlights the differences between product marketing and the marketing of services. Attention is focused on the marketing function of not-for-profit organizations such as hospitals, educational institutions, police departments and churches.
- MKTG 4760 Direct Marketing 3-0-3
Prerequisite: MKTG 3050. A study of the principles and techniques used to reach the purchasing decision maker at the place of the decision. Topics include direct mail, telemarketing, the use of 800 numbers, list management, and measurement of outcomes.
- MKTG 4770 Internet Marketing 3-0-3
Prerequisite: MKTG 3050. Introduces students to the world of the internet marketing. Students learn to create their own web pages, develop web marketing skills, and evaluate the four P's of marketing (product, place, promotion, and price) strategies in the context of web marketing.
- MKTG 4800 Cases in Marketing 3-0-3
Prerequisites: MKTG 4620 and MKTG 4650 and senior standing. An integrative study of marketing based on the case method. Students will examine marketing situations in the context of the entire business and its environment in order to develop activities to support corporate goals.
- MKTG 4810 Contemporary Marketing 3-0-3
Prerequisite: MKTG 3050. Study of a specific, current topic or topics in the field of Marketing. May be repeated once for additional credit with prior approval of advisor and instructor if different topics are covered in the subsequent course.
- MKTG 4900 Strategic Planning 3-0-3
Prerequisites: MKTG 4620 and MKTG 4650, each with a grade of "C" or better, and senior standing. Study of the integration and coordination of product development, promotional strategy, physical distribution, and pricing in planning, implementing and controlling marketing operations. The creation of a marketing plan is stressed.
- MKTG 4990 Directed Study in Marketing 3 hours credit
Prerequisite: Senior standing and consent of instructor. Special projects undertaken by marketing majors. Proper form must be submitted to the Dean of the College of Business Administration at least two weeks before the beginning of the semester.

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.

MSED: MIDDLE GRADES AND SECONDARY EDUCATION

- MSED 2000 Survey of Educational Concepts 3-0-3
An introduction to the concepts, practices, and issues of the teaching profession and schools. In order to meet the course requirements, students enrolled in MSED 2000 must take or exempt Praxis I and the Regents' Testing Program prior to the completion of the course. Students must also complete a criminal background check.
- MSED 4780 Internship In Middle Grades and Secondary Education 6-0-6
Prerequisite: MGED 2999 and completion of coursework and consent of department, employment on a provisional certificate, and consent of department. This course must be taken twice.

MUE: MUSIC EDUCATION

- MUE 2000 Introduction to Music Education 2-1-2
An introduction to issues, practices, and philosophy of teaching music as a profession. Includes daytime field experience in area schools.
- MUE 2640 Music for Teachers 3-0-3
Principles and materials of music for children. Not open to music majors.
- MUE 2700 Brass Methods 0-3-1
Techniques of performance and methods of teaching brass instruments. Music or Music Education majors only.
- MUE 2710 Woodwind Methods 0-3-1
Techniques of performance and methods of teaching woodwind instruments. Music or Music Education majors only.
- MUE 2730 Percussion and Woodwind Methods 0-3-1
Techniques of performance and methods of teaching percussion and woodwind instruments. Music or Music Education majors only.
- MUE 2999 Entry to the Education Profession 0 hours credit
Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.
- MUE 3100 Arranging for School Band, Chorus, and Orchestra 1-0-1
Prerequisites: MUSC 2012 and MUSC 2052. Basic techniques of scoring for school choral and instrumental groups.
- MUE 3600 General Music Curriculum 2-1-2
Prerequisite: Grade of "Satisfactory" in MUE 2999. Materials and methods of elementary music instruction in schools, K-12, including the historical and philosophical foundations of general music education. Instruction in basic pedagogy of all classroom instruments: fretted, recorders, percussion, and barred. Instruction in technology included. Includes daytime field experience in area schools.
- MUE 3720 String Methods 0-3-1
Techniques of performance and methods of teaching string instruments. Music or Music Education majors only.
- MUE 3730 Percussion Methods 0-3-1
Techniques of performance and methods of teaching percussion instruments in heterogeneous groups. Music or Music Education majors only.

- MUE 3740 Rhythm Section Methods 0-2-1
Techniques of performance and methods of teaching piano, guitar, string bass, drums, vibes, and other instruments typically used in the jazz rhythm section. Music or Music Education majors only.
- MUE 3750 Vocal Methods 0-3-1
Techniques of performance and methods of teaching vocal music. Music or Music Education majors only.
- MUE 3780 String and Brass Methods 0-3-1
Techniques of performance and methods of teaching brass and string instruments. Music or Music Education majors only.
- MUE 4600 Choral Curriculum and Techniques 2-1-2
Prerequisite: Grade of "Satisfactory" in MUE 2999. Materials and techniques of choral music instruction and curriculum in schools, including rehearsal techniques, vocal development, repertoire, administration, instructional approaches, and assessment strategies. Music or Music Education majors only. Includes daytime field experience in area schools.
- MUE 4610 Instrumental Curriculum and Techniques 2-1-2
Prerequisite: Grade of "Satisfactory" in MUE 2999. Materials and techniques of instrumental music instruction and curriculum in schools, including rehearsal techniques, repertoire, administration, instructional approaches, and assessment strategies. Music or Music Education majors only. Includes daytime field experience in area schools.
- MUE 4620 Advanced Choral Conducting 2-1-2
Prerequisite: MUSC 3650. Conducting and rehearsal techniques used in choral music classes. Students will refine their conducting skills and acquire knowledge of the latest developments in rehearsal strategies for use with choral singers of any age.
- MUE 4630 Advanced Instrumental Conducting 2-1-2
Prerequisite: MUSC 3650. Conducting and rehearsal techniques used in instrumental music classes. Students will refine their conducting skills and acquire knowledge of the latest developments in rehearsal strategies for use with instrumentalists of any age.
- MUE 4640 Lab Ensemble 1-0-1
Corequisite: MUE 2700, MUE 2710, MUE 2730, MUE 3720, MUE 3730, MUE 3750, MUE 3780, or MUSC 4750, or permission of the instructor. An opportunity for practice on secondary instruments and ensemble playing techniques.
- MUE 4700 Marching Band Techniques 0-2-1
Marching fundamentals, drill routines, arranging, organizing, and producing a high school marching band. Includes the use computer-assisted design techniques.
- MUE 4720 Advanced String Methods 0-2-1
Prerequisite: MUE 3720. Intermediate and advanced techniques of secondary string instrument performing, advanced methods of teaching, and basic knowledge of school string orchestra repertoire.
- MUE 4760 Jazz Pedagogy 2-0-2
The study of jazz methods and jazz materials, including lab teaching experience.
- MUE 4790 Student Teaching in Music 0-0-10
Prerequisites: Completion of coursework, consent of department, and admission to the Teacher Education program at Valdosta State University. Co-requisite MUE 4800.
- MUE 4800 Seminar for Student Teaching 2-0-2
Prerequisites: Student Teaching registration. Co-requisite: MUE 4790. Discussion of issues and problems related to student teaching.

MUSC: MUSIC

- MUSC 1000 Fundamentals of Music 2-0-2
 A study of the fundamentals of music: rhythm, melody, scales and key signatures, intervals, and triads. This class will also emphasize learning to read music and execute fundamental musical skills.
- MUSC 1011 Music Theory I 3-0-3
 Prerequisite: MUSC 1000 or a passing grade on the Department of Music theory proficiency test. The first course of a four-semester sequence. An introductory study of the harmonic, structural, melodic, and rhythmic elements of tonal music through composition and analysis.
- MUSC 1012 Music Theory II 3-0-3
 Prerequisite: MUS 1011. The second course of a four-semester sequence. An introductory study of the harmonic, structural, melodic, and rhythmic elements of tonal music through composition and analysis.
- MUSC 1016 An Introduction to Computer Applications in Music 0-2-1
 Prerequisite: Music or Music Education majors only, or permission of the instructor. An introduction to the use of computer applications in music.
- MUSC 1051 Music Theory Lab I 0-2-1
 The first course of a four-semester sequence. A laboratory course for MUS 1011 designed to develop skills in sight-singing, rhythmic reading, and in melodic, harmonic, and rhythmic dictation and identification.
- MUSC 1052 Music Theory Lab II 0-2-1
 Prerequisite: MUS 1051. The second course of a four-semester sequence. A laboratory course for MUS 1012 designed to develop skills in sight-singing, rhythmic reading, and in melodic, harmonic, and rhythmic dictation and identification.
- MUSC 1100 Music Appreciation 3-0-3
 Introduction to music history and literature.
- MUSC 1101 Diction For Singers 1-0-1
 Study of pronunciation and phonetics of Italian, Latin, Spanish, French, English, and German as applied to solo and ensemble singing.
- MUSC 1110 Music Appreciation: World Music 3-0-3
 A survey of music from world cultures. Prior musical training is not required.
- MUSC 1120 Music Appreciation: American Popular Music 3-0-3
 Survey of a broad range of American popular music from 1840 to the present. Characteristic aspects of rhythm, melody, instrumentation, and other technical factors are studied. The relationship with and influence of other musical traditions and cultures is examined.
- MUSC 1130 Music Appreciation: Jazz 3-0-3
 Survey of the history of jazz, from 1860 to the present. Study of jazz origins, styles, literature, and important composers and performers. Additional study of international influences.
- MUSC 1131 Functional Piano I 1-0-1
 The first course of a two-semester sequence. Designed to develop basic keyboard skills essential to music study. Music or Music Education Majors only.
- MUSC 1132 Functional Piano II 1-0-1
 Prerequisite MUSC 1131. The second course of a two course sequence. Designed to develop basic keyboard skills essential to music study. Music or Music Education Majors only or permission of instructor.
- MUSC 1171 Theoretical Foundations of Jazz Improvisation I 0-2-1
 Prerequisite: Permission of the instructor. The first course of a four-semester sequence. Designed to develop skills in jazz improvisation.

MUSC 1172	Theoretical Foundations of Jazz Improvisation II	0-2-1
	Prerequisite: Permission of the instructor. The second course of a four-semester sequence. Designed to develop skills in jazz improvisation.	
MUSC 2011	Music Theory III	3-0-3
	Prerequisite: MUSC 1012. The third course of a four-semester sequence. An advanced study of the harmonic, structural, melodic, and rhythmic elements of tonal music through composition and analysis.	
MUSC 2012	Music Theory IV	3-0-3
	Prerequisite: MUSC 2011. The fourth course of a four-semester sequence. An advanced study of the harmonic, structural, melodic, and rhythmic elements of tonal music through composition and analysis.	
MUSC 2051	Music Theory Lab III	0-2-1
	Prerequisite: MUSC 1052. The third course in a four-semester sequence. A laboratory course for MUSC 2011 designed to develop skills in sightsinging, rhythmic reading, and in melodic, harmonic, and rhythmic dictation and identification.	
MUSC 2052	Music Theory Lab IV	0-2-1
	Prerequisite: MUSC 2051. The fourth course in a four-semester sequence. A laboratory course for MUSC 2012 designed to develop skills in sightsinging, rhythmic reading, and in melodic, harmonic, and rhythmic dictation and identification.	
MUSC 2171	Theoretical Foundations of Jazz Improvisation III	0-2-1
	Prerequisite: MUSC 1172 or permission of the instructor. The third course of a four-semester sequence. Designed to develop advanced skills in jazz improvisation.	
MUSC 2172	Theoretical Foundations of Jazz Improvisation IV	0-2-1
	Prerequisite: MUSC 2171 or permission of the instructor. The fourth course of a four-semester sequence. Designed to develop advanced skills in jazz improvisation.	
MUSC 2400	Introduction to Music	3-0-3
	Introduction to the music history and literature of western civilization.	
MUSC 2450	Introduction to World Music	3-0-3
	This course is a survey of music from world cultures, including the study of music from a variety of sources, including western and non-western sources. Prior musical training is not required.	
MUSC 3010	Music Analysis	2-0-2
	Prerequisites: MUSC 2012 and MUSC 2052 or permission of the instructor. The application of analytic techniques to the study of musical scores.	
MUSC 3110	Jazz Arranging	2-0-2
	Prerequisite: MUSC 2012 and MUSC 1172, or permission of instructor. Study of basic techniques of scoring for vocal and instrumental ensembles of jazz-oriented styles.	
MUSC 3150	Counterpoint	3-0-3
	Prerequisite: MUSC 2012. Analysis and writing of modal and tonal counterpoint.	
MUSC 3160	Intermediate Computer Applications in Music	2-0-2
	Prerequisites: MUSC 2012, MUSC 1016 or permission of the instructor. An introduction to computer application programs that involve the use of MIDI (Musical Instrument Digital Interface).	
MUSC 3170	Music Composition I	1-0-1
	Prerequisite: MUSC 1012 or permission of the instructor. Foundations in music composition employing both traditional and contemporary techniques.	
MUSC 3171	Music Composition II	0-2-1
	Prerequisite: MUSC 3170 or permission of the instructor. Application of materials in music composition employing both traditional and contemporary techniques.	
MUSC 3230	Accompanying	1-0-1
	Study and performance of piano accompaniments in vocal and instrumental literature with an emphasis on techniques and style. May be repeated for credit.	

- MUSC 3300 The Music Industry 3-0-3
Prerequisites: MDIA 3110K and MDIA 3130K, or permission of instructor. Also offered as MDIA 3300. Introduction to the music industry, including business aspects and the application of multitrack recording techniques. Topics include recording contracts, legal and copyright issues, music promotion and distribution channels, and technological developments affecting the industry. Students will learn music recording software, MIDI, the multitrack recording console, and microphone design and placement. Students will gain practical experience by recording music performances and producing them on compact disc.
- MUSC 3430 History of Jazz 2-0-2
A comprehensive study of the development of jazz and ragtime from its origins through the present day. Emphasis on evaluation of stylistic trends and techniques. Open to both music and non-music majors.
- MUSC 3450 African American Music History 3-0-3
A chronological study of African American music-making from the 17th century through the 20th century.
- MUSC 3520 Symphonic Literature 1-0-1
Prerequisite: MUSC 1100. Study of styles and eras of symphonic literature appropriate to a variety of ensembles.
- MUSC 3650 Conducting 2-1-2
Prerequisites: MUSC 2012 and MUSC 2052, or permission of instructor. Additional prerequisite for music education students only: Grade of "Satisfactory" in MUE 2999. Techniques of choral and instrumental conducting.
- MUSC 3740 Private Composition 3-2-4
Individual study in the field of music composition and demonstration of compositional achievement in the form of performed works. May be repeated for credit.
- MUSC 3810 Chamber Singers 0-2-1
A select ensemble emphasizing choral and vocal chamber music repertoire. Participation by audition only.
- MUSC 3820 Concert Choir 0-3-1
Principal ensemble for voice principals and other principals according to assignment by the Head of the Department of Music. Open to any VSU student by permission of the instructor.
- MUSC 3830 The Spotlighters 0-2-1
A select choral ensemble emphasizing popular, jazz, blues, and show tune repertoire. Participation by audition only.
- MUSC 3840 Opera and Musical Theatre 0-2-1
Music drama production and ensemble work. Preparation of scenes and full-scale productions.
- MUSC 3850 Concert Band 0-3-1
Principal ensemble for wind and percussion principals and other principals according to assignment by the Head of the Department of Music. Open to any VSU student by permission of the instructor.
- MUSC 3860 Orchestra 0-3-1
Principal ensemble for orchestral string principals and majors and other principals according to assignment by the Head of the Department of Music. Open to any VSU student by permission of the instructor.
- MUSC 3870 Jazz Ensemble 0-3-1
Principal ensemble for jazz principals and majors and other principals according to assignment by the Head of the Department of Music. Participation by audition only.
- MUSC 3880 Marching Band 0-3-1
Performs at all home football games and various exhibitions. Auditions required for danceline, color guard, and majorette. Fall semester only.

MUSC 3890 Instrumental Ensembles	0-2-1
Study and performance of repertoire for a variety of combinations of instruments. Open by permission of instructor.	
MUSC 3960 Opera Seminar	1-0-1
Study and analysis of scenes from opera and operetta. May be repeated for credit.	
MUSC 4451 History of Music to 1750	3-0-3
Prerequisites: MUSC 1100 and MUSC 2012 or permission of the instructor. History of music through the Baroque era.	
MUSC 4452 History of Music since 1750	3-0-3
Prerequisite: MUSC 1100 and MUSC 2012 or permission of the instructor. History of music from the Classical era to the present.	
MUSC 4480 Folk and Ethnic Music in the United States	2-0-2
An introduction to the social, cultural, and stylistic features of selected folk and ethnic music in the United States, focusing on historical development and contemporary significance. Open to students of all majors with Junior or above standing.	
MUSC 4511 Song Literature I	1-0-1
First course of a two-semester sequence. A survey of art song literature from the Renaissance through the German Lieder School spanning the 19th century and the first half of the 20th century.	
MUSC 4512 Song Literature II	1-0-1
Second course of a two-semester sequence. A survey course in art song literature from the 19th and 20th century French, Spanish, English, and American song schools.	
MUSC 4541 Piano Literature I	1-0-1
Survey course in piano literature. The keyboard instruments and literature of the Renaissance, Baroque, and Classical eras.	
MUSC 4542 Piano Literature II	1-0-1
Survey course in piano literature. The piano literature of the Romantic period and representative repertory of the last one hundred years.	
MUSC 4600 Special Topics in Music	1-0-1 to 3-0-3
An elective music course for the study of special topics. May be repeated for credit if different topics are studied.	
MUSC 4721 Piano Pedagogy I	1-0-1
Study of various contemporary teaching methods and materials, with practice teaching under faculty supervision.	
MUSC 4722 Piano Pedagogy II	1-0-1
Study of collections of elementary literature including J.S. Bach's notebooks, Schumann's Kinderszenen, and Bartok's Mikrokosmos; practice teaching.	
MUSC 4730 Drumset Techniques and Pedagogy	0-2-1
Drumset instruction in a classroom setting and a review and survey of instructional materials for drumset. Open to all university students with permission of the instructor. Ability to read music required.	
MUSC 4731 Percussion Pedagogy	0-2-1
Orientation to and experience with the fundamentals of percussion pedagogy.	
MUSC 4732 Brass Pedagogy	0-2-1
Orientation to and experience with the fundamentals of brass pedagogy.	
MUSC 4733 Woodwind Pedagogy	0-2-1
Orientation to and experience with the fundamentals of woodwind pedagogy.	
MUSC 4733 String Pedagogy	0-2-1
Orientation to and experience with the fundamentals of string pedagogy.	

- MUSC 4750 Vocal Pedagogy 1-0-1
Fundamental principles of teaching techniques essential to private studio and class voice work.
- MUSC 4850 Wind Ensemble 0-3-1
Principle ensemble for all music majors whose principal performing medium is wind or percussion as assigned by Head of Department of Music. Open to any VSU student by permission of instructor.
- MUSC 4870 Jazz Combo 0-2-1
Study and performance of a wide variety of jazz styles for 5-8 member ensemble. Participation by audition only.
- MUSC 4880 University Community Band 0-3-1
Study and performance of standard band literature. Open to VSU students and members of the community.
- MUSC 4890 Vocal Chamber Ensemble 0-1-1
Ensemble performance in musicals, opera, and other such events in conjunction with the Departments of Music and Theater.
- MUSC 4900 Directed Study in Music 1 to 3 hours credit
Directed reading and independent study on an approved project. By permission of Department Head and instructor.

NURS: NURSING

- NURS 3010 Gerontological Nursing 3-0-3
Focuses on the developmental aspects of aging and approaches that enhance successful aging. Provides an introduction to theories of aging. Examines personal philosophy and values/ethics related to aging and utilizing nursing process to promote health in the older adult. This course is open to nursing and non-nursing students as an elective.
- NURS 3020 Biological and Chemical Terrorism: Impact on Communities 3-0-3
A study designed for health care and public service professionals to develop an understanding of the implications of biological and chemical terrorism and to identify the potential risks these agents have in communities. Discussion will focus on understanding federal, state, and local resources for planning and management of community exposure. Course participants will implement a disaster plan during a simulated drill. Open to students of all majors.
- NURS 3030 Women's Health and Nutritional Issues 2-2-3
Also offered as NUTR 3030 and WMST 3030. An introduction to the holistic health care and nutritional needs of women throughout their lifespan. Health care and nutrition issues are discussed from historical and contemporary perspectives. The course explores self-care practices of culturally diverse women, including health maintenance, illness prevention, and complementary healing.
- NURS 3050 Field Study in Transcultural Care 0-2-1 to 0-16-8
Focuses on the application of concepts of transcultural nursing in selected culturally diverse settings. Students are encouraged to explore personal cultural orientation and its influence on the delivery of care and services. Selected ethnocultural groups will be studied. Variability will occur in undergraduate and graduate study intensity (concentration and length of study).
- NURS 3060 Special Topics in Nursing 1 to 5 credit hours
Prerequisite: Permission of faculty. An intensive study of an aspect of nursing care.
- NURS 3070 Health Care Issues of Vulnerable Populations in the U.S. 3-0-3
Also offered as AFAM 3070. Prerequisite: SOCI 1101 or SOCI 1160 or permission of the instructor. Course is open to all majors. An examination of the historical, cultural, social, and political issues that render certain populations in the U.S. vulnerable to ill health. The course utilizes appropriate theories to study these issues, with emphasis on ameliorat-

ing the health of vulnerable populations. It will examine issues related to health care access and policies and program developed to reduce risks of disease and injury. It is also designed to raise an awareness of the disparities in health among certain groups, including the poor, ethnic minorities, high-risk women and children, the homeless, and uninsured and underinsured, among others.

- NURS 3110 Basic Concepts of Holistic Nursing Care 3-6-6
Prerequisites: Successful completion of all core courses, Regents' Testing Program, and admission to the College of Nursing. Co-requisites: NURS 3130, NURS 3100, and NURS 3100K. Serves as a foundation for utilization of basic concepts, skills, and techniques of nursing practice. Emphasizes health history and assessment, nursing problem solving, cognitive and psychomotor skills, and safety of client and health care provider.
- NURS 3130 Self and Others 3-0-3
Prerequisites: Successful completion of all core courses, Regents' Testing Program, and admission to the College of Nursing. Co-requisites: NURS 3110, NURS 3100, and NURS 3100K. Focuses on concepts related to communication and relationships in nursing. The growth and development of self for healthy professional behavior is emphasized as an essential component of therapeutic client and nursing interactions. Stress, adaptation, crisis, and resolution are introduced and related to health and illness.
- NURS 3150 Principles of Baccalaureate Nursing Education 3-0-3
Establishes the conceptual foundations for professional nursing. Emphasis is placed on application of communication and the analysis of the historical, contemporary, and future perspectives of the profession. This course is open to registered nurses only.
- NURS 3100 Pharmacology 3-0-3
Prerequisites: Successful completion of all core courses, Regents' Testing Program, and admission to the College of Nursing. Co-requisites: NURS 3110, NURS 3130, and NURS 3100K. Focuses on the concepts of pharmacology, classification of drugs and the common actions, therapeutic benefits, side effects, and patient implications associated with each classification.
- NURS 3100K Applied Pharmacology and Medication Administration 0-2-1
Prerequisites: Successful completion of all core courses, Regents' Testing Program, and admission to the College of Nursing. Co-requisites: NURS 3110, NURS 3130, and NURS 3100. A laboratory course with emphasis on cognitive and psychomotor aspects of medication calculation and administration. Individual responses to medications and issues related to drug control and drug abuse are emphasized. Legal and ethical issues surrounding this nursing activity will be addressed. Must be taken concurrently with Pharmacology unless an R.N. student.
- NURS 3211 Health Promotion of Adults 3-6-6
Prerequisites: NURS 3110, NURS 3130, NURS 3100, NURS 3100K. Co-requisites: NURS 3220 and NURS 3221. Focuses on health promotion for culturally diverse clients and families experiencing various states of health. Emphasis is on holistic nursing care of clients to promote and maintain health. Nursing management of the perioperative client will be addressed. Clinical experiences provide opportunities to practice health promotion of adults in a variety of settings.
- NURS 3220 Community as Client 3-4-5
Prerequisites: NURS 3110, NURS 3130, NURS 3100, NURS 3100K. Co-requisites: NURS 3211 and NURS 3221. Focus is on the community as client. Establishes a foundation of the global organizational structure of community. Emphasizes promotion and maintenance of optimal health throughout the life cycle. Laboratory experiences provide the opportunity to practice health promotion in a variety of settings. Open to non-nursing majors with permission

- NURS 3221 Health Promotion of Growing Families 3-6-6
Prerequisites: NURS 3110, NURS 3130, NURS 3100, NURS 3100K. Co-requisites: NURS 3211 and NURS 3220. Focuses on health promotion behaviors for holistic development of growing families. Childbearing, childbirth, differentiation of care requirements from infancy through adolescence, common childhood health problems, growth and development as nursing concerns, and issues of family development are presented within a multi cultural context. Clinical experiences focus on delivery of nursing care to promote holistic and healthy family growth and development within the community.
- NURS 3250 Society, Wellness, and Illness 3-0-3
Cultural diversity and the relationships among societal practices, ethnicity, religion, wellness, and illness. The course explores the connection between social settings and health/illness practices, including folk remedies and other traditional health practices.
- NURS 3700 Pathophysiology 3-0-3
Prerequisites: BIOL 2651 and BIOL 2652. An intensive study of cellular activity, organ systems, and holistic aspects of health and disease. The major emphasis of the course is to relate normal body physiological functions to pathological changes that occur as a result of disease, compensatory mechanisms made by the body, and adaptive lifestyle strategies. Integration of developmental and preventive aspects of health across the age continuum is included.
- NURS 3990 End-of-Life Nurturing 3-0-3
Also offered as NUTR 3990. The study of the meaning of death, dying, and grieving across cultures and life development stages. The course focuses on end-of-life issues such as death as a process to attain life fulfillment, nurturing behaviors (providing nourishment, hydration, and care giving), cultural and spiritual perspectives, and legal and ethical concerns related to quality-of-life decisions.
- NURS 4010 Legal and Ethical Issues in Health Care 3-0-3
Introduces aspects of bioethics, organizational, legal and healthcare ethical issues with particular emphasis on aspects of law that serve as regulations and principles to govern ethical business practices in the healthcare industry.
- NURS 4060 Advanced Health Assessment 3-2-4
Prerequisite: Licensure as a Registered Nurse or permission of faculty. Focuses on advanced comprehensive assessment skills utilized in a variety of clinical settings. Builds on basic and experiential knowledge of health assessment. Emphasis is placed on applying critical thinking and diagnostic reasoning skills in assessing, diagnosing, and monitoring the health status of adult clients and families. Clinical practicum will focus on the application of these advanced assessment skills. Note: This course or demonstrated competency in the content of this course is required for admission to the graduate program.
- NURS 4070 Directed Study in Nursing 1 to 5 credit hours
Prerequisites: Permission of faculty. Special study in an area of nursing of special interest to the student under the direction of selected faculty.
- NURS 4090 Perioperative Nursing 3-0-3
Prerequisites: NURS 4112, NURS 4122. Includes knowledge and skills for nursing care during the perioperative, intraoperative, and post operative period including home follow-up.
- NURS 4090K Perioperative Nursing Lab 0-2-1
Corequisite: NURS 4090. Clinical Application of NURS 4090 content.
- NURS 4091K Acute Care Nursing Clinical Internship 3 credit hours
Prerequisite: NURS 3211. Concentrated interaction with selected client populations in an acute care setting and the conduct of a quality improvement project. Students will work with a preceptor and will participate in the team approach to caring for a patient. Students will observe and perform procedures but will not administer medications.

- NURS 4100 Research in Nursing 3-0-3
Prerequisites: NURS 3211, NURS 3220, NURS 3221. Introduction to interpretation and evaluation of nursing research. Qualitative, quantitative and epidemiological research methods are considered as they apply to the practice of nursing. Technological networking and evaluation of the information obtained is encouraged.
- NURS 4112 Health Restoration of Adults 3-6-6
Prerequisites: NURS 3211, NURS 3220, NURS 3221. Focuses on concepts of health restoration for culturally diverse clients and families experiencing alterations in health. Principles of rehabilitation will be addressed. Clinical experiences provide the opportunity to practice health restoration in a variety of settings.
- NURS 4122 Health Restoration of Growing Families 3-6-6
Prerequisites: NURS 3211, NURS 3220, NURS 3221. Focuses on concepts of health restoration as applied to holistic development of growing families in communities. Women's health, families at risk, aberrations in growth related to the growing family are addressed. Clinical experiences focus on nursing interventions necessary to promote health restoration in growing families.
- NURS 4210 Health Restoration of Holistic Self 3-6-6
Prerequisite: NURS 4112, NURS 4122. Focuses on concepts related to disconnectedness of body, mind, and spirit. Nursing interventions focus on a variety of therapeutic modalities to foster holism within individuals, families, and communities. Ethical, cultural, and legal issues are discussed. Clinical experiences provide the opportunity to practice health restoration within varied mental health settings.
- NURS 4220 Integration of Nursing Modalities 0-6-3
Prerequisite: NURS 4122, NURS 4112, NURS 4100. Planned seminars, clinical laboratories, and directed study will be used to demonstrate mastery of the curricular content. Provides the opportunity to integrate competent nursing into holistic care of selected client populations. Students will identify and address a clinical problem through review of research and development of nursing strategies.
- NURS 4230 Nursing Leadership 3-6-6
Prerequisite: NURS 4100, NURS 4112, NURS 4122. Focuses on the leadership and management responsibilities of the novice professional nurse within structured and non-structured health care settings.
- NURS 4250 Introduction to Nursing Financial Management 3-0-3
A broad introduction to nursing financial concepts, issues, tools, and vocabulary. Topics include financial statement analysis, working capital management, budgeting, cost finding, and rate setting. Minimal accounting proficiency is expected.
- NURS 4400K Nursing Informatics 2-2-3
Prerequisite: BVED 2400 or CS 1000. Analyzes concepts related to health care informatics and information technologies in health care. Provides students with opportunities to develop theoretical knowledge and enhance technology skills through laboratory application of didactic content.

NUTR: NUTRITION

- NUTR 3030 Women's Health and Nutritional Issues 2-2-3
Also offered as NURS 3030 and WMST 3030. An introduction to the holistic health care and nutritional needs of women throughout their lifespan. Health care and nutrition issues are discussed from historical and contemporary perspectives. The course explores self-care practices of culturally diverse women, including health maintenance, illness prevention, and complementary healing.

- NUTR 3100 Applied Nutritional Science** 3-0-3
 Prerequisite: Completion of Anatomy and Physiology. An introduction to the essential dietary nutrients and their metabolic functions in the body. Students will explore the biochemical and physiological responses to inadequate and excessive nutrients in culturally diverse populations throughout the lifespan. Emphasis is on applying nutrition science to food choices that are important for health promotion.
- NUTR 3300 Introduction to Nutrition, Exercise, and Health** 3-0-3
 An introduction to the basic nutrients and their role in exercise and health. The course focuses on the basic nutrient groups, their effects on health, fitness, and sport, along with body composition and weight balance.
- NUTR 3350 Weight Management & Behavior** 3-0-3
 Prerequisites: PSYC 2500; PERS 2430 or NUTR 3100 or NUTR 3300; or permission of instructor. An integrative approach dealing with issues related to the prevention of obesity in children and in adults. The course focuses on assessment of factors that affect weight management (eating behaviors, self-esteem, self-image, stress, nutrition and activity needs, and environment) and a variety of intervention strategies for weight management (behavioral, non-behavioral, and non-traditional approaches).
- NUTR 3900 Culture, Food, and Health** 3-0-3
 An examination of different cultural/ethnic/religious groups around the world and within the U.S., their food choices, nutritional practices, and beliefs related to health. This course focuses on cultural perspectives as well as traditional and contemporary food habits among different peoples.
- NUTR 3990 End-of-Life Nurturing** 3-0-3
 Also offered as NURS 3990. 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 3910 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 4000 Advanced Nutritional Therapy** 3-0-3
 Prerequisite: NUTR 3100 or PERS 2430. Explores physiological responses at the cellular level to inadequate and excessive nutrients in culturally diverse clients throughout the lifespan. The course incorporates advanced nutritional assessment. Emphasis is on providing nutritional support and dietary modifications for primary, secondary, and tertiary prevention, consistent with the cultural milieu.
- NUTR 4100 Sports Nutrition** 3-0-3
 Prerequisites: NUTR 3300 or NUTR 3100; BIOL 2651 and BIOL 2652; and CHEM 1151K and CHEM 1152K, or CHEM 1211K and CHEM 1212K; or permission of Instructor. An in-depth study of the interrelationships among nutrition, energy metabolism, and exercise. The course explores the role of nutrition in energy metabolism, the effect of exercise on nutrient metabolism, nutrient requirements for diverse physiological activities, ergogenic aids, sport specific guidelines related to body composition and energy balance, as well as historical and alternative perspectives on sports and nutrition.

- NUTR 4350 Eating Disorders 3-0-3
Prerequisites: PSYC 2700; NUTR 3100 or NUTR 3300 or NUTR 3350; or permission of instructor. Focus is on the interconnectedness among biological, psychological and social perspectives of anorexia nervosa, bulimia nervosa, and binge eating disorder and the relationship to nutritional and multidisciplinary therapy. The course also explores transforming a destructive relationship with food to finding inner peace utilizing non-traditional approaches.
- NUTR 4900 Life Cycle Nutrition 3-0-3
Prerequisite: PERS 2430 or NUTR 3100. 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 4950 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.

PERS: PERSPECTIVE COURSES

The Valdosta State University Core Curriculum requires two Perspective courses, each from a different area of the Perspectives offerings.

Area 1 - Perspectives on Ethics and Values

- PERS 2110 Ethical Concepts in Technology 2-0-2
Examination of technological issues and decisions which involve ethical considerations to understand their impact on society, including the role of ethics in problem solving, safety and risk in design, and risk-benefit analysis, applied to global and regional issues.
- PERS 2120 Ethics and the News Media 2-0-2
A study of ethical issues in the news media from various regions across the country and various nations with special emphasis on the pursuit of news (objectivity, conflict of interest, making or reporting news, investigative journalism), advertising, terrorism in the media, the reporter and personal ethics, and freedom of the press.
- PERS 2130 Bioethics 2-0-2
Investigations of key ethical issues confronting concerned citizens. Major areas covered include reproductive choices, decisions about death, the health care provider-patient relationship, human and animal experimentation, and public policy decisions.
- PERS 2140 Human Rights 2-0-2
An examination of the evolving concept of human rights and efforts to promote human rights throughout the world. The development of a global human rights regime is examined, as is the human rights situation in different countries and regions of the world. Contrasting cultural and ideological views of human rights are discussed. The development and current status of human rights in the United States and south Georgia are examined.
- PERS 2150 Ethical Issues in the Arts: Censorship in the United States 2-0-2
Review of case studies in areas of the Arts involving censorship and other ethical issues.

- PERS 2160 Perspectives on Leadership 2-0-2
 An examination of the nature of leadership from a local, regional, and global perspective. The course is designed to engage students in thinking critically about leadership. Students will actively communicate with fellow students and community leaders about the qualities and characteristics of effective leadership.
- PERS 2199 Special Topics in Perspectives 2-0-2
 Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

Area 2 - Perspectives on Tradition and Change

- PERS 2210 Women's Voices 2-0-2
 The changing tradition of women's writing from the Middle Ages to the contemporary works of Chicana and Southern women authors. The multiplicity of women's identities and experiences as viewed through world literature written by women. Authors may include but are not limited to Christine De Pisan, Aphra Behn, Sor Juana Ines de la Cruz, Luisa Valenzuela, Sandra Cisneros, Gabrielle Roy, Maxine Hong Kingston, Fannie Flagg.
- PERS 2220 Georgia, A Spanish Borderland 2-0-2
 A study of Georgia's native American and Spanish heritage from A.D. 1000 to 1743. Beginning with prehistory, the course will focus on the impact of Spanish exploration and settlement, using both the disciplines of history and anthropology.
- PERS 2230 Culture and Politics of the South 2-0-2
 A focus on the distinctive sociology, anthropology, and politics of the southern region and its relationship to global and regional studies. Special emphasis is placed on developing an understanding of the influence that political culture has on human behavior. An appreciation of the difference and similarities in the scope and methods of the social science disciplines is fostered.
- PERS 2299 Special Topics in Perspectives 2-0-2
 Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

Area 3 - Perspectives on Human Expression

- PERS 2300 Stimulating Creative Behavior 1-2-2
 A study of creative problem-solving, including an overview of selected models of creativity, the application of selected problem-solving strategies, the identification of regional and global exemplars of creative problem-solving, and the utility of technology for information acquisition and manipulation.
- PERS 2310 Literature and Journalism 2-0-2
 Explores the relationship between the practice of journalism and literature from several regions across the country and various nations over the past 150 years, addresses the relationship between "journalistic" and "literary" truth, journalistic and literary style, and parallels between the social role of the journalist and fiction writer.

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.

- PERS 2313 Counter-Cultural Movements of the Cold War Era, 1945-68 2-0-2
An examination of the interrelationship between literature, music, and history during the first 23 years of the Cold War era. Students will gain an understanding of how counter-cultural movements helped shape contemporary society.
- PERS 2314 Maps as Political and Cultural Documents 2-0-2
An examination of maps as documents that reflect the social and political agendas of the cultures that produce them. Through readings on the history and uses of cartography as well as through examination of historic and contemporary maps from cultures around the world, students will learn that maps must be read as texts with a cultural bias.
- PERS 2320 Cultural Representation in the Press 2-0-2
An examination of the cultural diversity of international, national, and regional press systems. Emphasis will be placed upon the examination of key roles the press plays in the establishment and promotion of various cultural identities. Press history and communication theory are major components of the course.
- PERS 2330 Women in the Visual Arts 2-0-2
A study of the global and regional artistic and cultural achievements by women from the prehistoric period to the late 20th century, in the context of social, political, economic, and historic issues.
- PERS 2340 Female Heroes in Religion and Art 2-0-2
Explores myths, legends, folklore and visual imagery representing female heroes in various religious traditions across cultures (global and regional) and across centuries. Themes explored include determining what constitutes a heroic religious female figure within a particular culture, artistic conventions that influence the representation of the female hero, and reading images in the visual arts as texts.
- PERS 2350 Religion and Culture 2-0-2
An interdisciplinary, multicultural course that presents an academic study of religion in the context of the social sciences and humanities. The course will explore why people are religious, how they are religious, how religion bonds together, but often leads to destructive behavior as well. Materials emphasizing human religiousness within global, national, and regional cultural settings are implemented as illustrations or case studies. Novels, movies, and visits to traditional religious ceremonies will be used as data in the course.
- PERS 2360 Development of the French, English, and American Theaters 2-0-2
A perspective on aspects of human expression through a chronological overview of theatrical arts in France, England, and the United States. Emphasis is given to origins, historical development, national characteristics, influences, and trends of the theatrical arts in these three countries. Works by southern playwrights and/or depictions of the South are included.
- PERS 2370 American Film 2-0-2
A study of the development of the American film industry; a review of its major eras of silent film, films of the Depression period—positive and negative, the years of World Wars, the 50's, 60's and beyond; a study of the technology of American film; and a review of avant garde movements. This course features a study of the cultural interrelationships between the southern region of the United States and the rest of the country.
- PERS 2380 Arts Perspective 2-0-2
A broad, interdisciplinary overview of the arts as communication, expression, and environment in both a southern and national cultural perspective. It includes emphasis areas from the departments of communication arts, music, and art. Students will be involved in a broad range of learning activities to include direct experience, observation, research, and class presentations.
- PERS 2381 Arts Perspective II 2-0-2
The analysis, synthesis, and communication of the interrelationships among the arts and on the parallel skill development in creative expression, using one mode of artistic expression to stimulate creative response in another.

- PERS 2390 Music in Film 2-0-2
 Insight into the use of music in the cinema and how music is presented in various forms within the film genre; a look at music in film from a global perspective to understand how music in film is affected by certain regions of the U.S., specifically the Southern region. This course traces film music from its operatic roots to present-day filmmaking by looking at aspects of the orchestral score, the soundtrack, and the movie musical.
- PERS 2391 Experiences in Communication Arts 2-0-2
 Provides a broad, interdisciplinary overview of public modes of oral, human expression. Course includes oratorical, theatrical, and electronic media experiences.
- PERS 2399 Special Topics in Perspectives 2-0-2
 Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

Area 4 - Perspectives on the Environment and Physical World

- PERS 2410 History of Spaceflight 2-0-2
 A brief survey of the history of space technology from Leonardo da Vinci to the modern era, followed by an examination of the development of spaceflight from Sputnik to the Space Station, including the impact of the space program on the Southeastern region.
- PERS 2420 Scientific Dimensions of Environmental Change 2-0-2
 An introduction to the scientific basis of some of the most important environmental issues facing modern society. Global warming, stratospheric ozone depletion, water and air pollution, loss of biodiversity, the spread of infectious disease, or other important global and regional issues will be examined from the perspectives of biologists, chemists, and earth scientists.
- PERS 2430 Nutrition 2-0-2
 An introduction to the interrelationships among nutrition, food, and the environment as they impact health status. The emphasis is on multiple factors that influence food intake and the sum total of nutritional processes resulting in optimal physiological functioning. The role and function of nutrients in health promotion and wellness throughout the life cycle will be discussed with a regional and global perspective.
- PERS 2440 The Built Environment 2-0-2
 A study of significant world, national, and regional architectural achievements, from Stonehenge to American shopping malls, in the context of historical achievements, economic factors, and political events.
- PERS 2450 Environmental Issues for the New Millennium 2-0-2
 Scientific, philosophic, and sociocultural causes, effects, and implications of environmental degradation; discussion of future scenarios and plausible solutions to environmental problems. The first part is an overview of ecological systems, population processes, and the nature of biological diversity; categories of natural resources; summary of forms of environmental decay (e.g. pollution, acid rain, global warming, extinction) affecting the natural world and human health; and ethical and cultural perspectives on environmental problems and solutions. The second part is an in-depth analysis of a particular topic, offered in 5 modules: 1) causes and consequences of population growth, 2) issues in biodiversity and wilderness preservation, 3) pollution and global climate change, 4) issues in energy and materials production and consumption, 5) cultural views of nature, environmental ethics, and building a sustainable future.
- PERS 2460 Science and Humanities Exploring the World 2-0-2
 Focus on the intersection between science and literature regarding the global and regional environment. An examination of scientific principles behind the natural regulation of the earth's atmosphere and consequences of an imbalance in those principles, coupled with

reading important literary documents responsible for the general public's understanding of scientific processes in ecology.

- PERS 2470 Reading the Earth 2-0-2
A study of the Earth from both the geological and humanistic perspectives. Students will learn how geologists "read rocks" to decipher the history of past landscapes, climate, and life, and apply these skills to explore the geological history of Georgia. For the humanistic perspective, literature and film will be used to focus on the Earth and our understanding of it.
- PERS 2480 Infectious Diseases and History 2-0-2
Survey of the role of infectious diseases in shaping world and regional history. Diseases and other topics to be covered each semester will vary. Examples include plague, Hansen's disease (leprosy), smallpox, cholera, tuberculosis, typhus, yellow fever, influenza, AIDS, and biological warfare.
- PERS 2490 History and Use of Medicinal Plants 2-0-2
A brief history of medicinal plants from prehistory to the present. The course examines the use of herbal and non-timber forest products found locally and in different cultures and countries. The course defines social, economic, and ecological importance of botanicals world wide, along with exploring their biological uses and plant chemistry. Zoopharmacognosy is also introduced.
- PERS 2499 Special Topics in Perspectives 2-0-2
Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

Area 5 - Perspectives on Race and Gender

- PERS 2510 African American Art and Culture 2-0-2
A study of African American art, life, and culture from the late 18th century to the late 20th century. The course will focus on the role of Africa and its impulses and traditions, the role of European influences, and national literary and artistic movements. Emphasis will be placed on the contributions of African American artists in the Southeastern region of the United States.
- PERS 2520 Women and the Press 2-0-2
An examination of the historical, political, and social factors which have affected the participation, or lack thereof, of women in the mass media internationally, nationally, and regionally. Special emphasis will be placed on media's contributions to the creation of the various stereotypes of women in societies and to their effects on major women's movements.
- PERS 2530 Gender, Justice, and the Family 2-0-2
An exploration of the nature of laws and their implications for men, women, and children. Possible topics include: gender-based justice; justice and "family values"; legal theory and the politics of sexual equality. Cross-cultural comparisons and contrasts will be drawn between the domestic laws of other cultures and those of the southeast United States.
- PERS 2540 The Myth of Southern Womanhood 2-0-2
An examination of the ideal Southern woman, as portrayed in regional myth, literature, and film. Students will also examine the myth from a broader perspective: how the Southern woman compares to other images of women throughout the world.
- PERS 2550 Race, Ethnic Conflict, and Nationalism 2-0-2
An examination of the relationship of race, ethnic conflict, and nationalism. The course includes study of cases from different countries and regions of the world. Special attention is given to the issues of race, ethnic conflict, and nationalism in the U.S. South.
- PERS 2560 African-American Music and Culture 2-0-2
A study of African-American music, musicians, and culture from the late 18th century to the late 20th century.

PERS 2599 Special Topics in Perspectives 2-0-2
Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

Area 6 - Perspectives on Cross-Cultural Understanding and Expression

PERS 2610 Tradition and Identity 2-0-2
A study of the literary representation of selected universal concepts underlying the traditions that shape individual and national identity within diverse cultures. Cross-cultural themes and metaphors such as the relationship between the individual and family, land, ritual, and society will be explored in works from different nations, with readings from such writers as Lorca, Yeats, Esquivel, Synge, Williams, LeGuin, and Mitchell. The course will feature readings and films, a presentation by a regional writer, and a field trip.

PERS 2615 Politics and Film 2-0-2
A study of regional and global political processes and institutions, policy issues, and political personalities, using documentaries and movies as the teaching medium. Techniques will include analysis of plot, theme, significant characters, and selected criticism.

PERS 2620 Literature and History of the Vietnam War 2-0-2
An examination of the involvement of the United States in Vietnam from 1945 to today. Through readings in history and literature, students will learn about major social, cultural, historical, and regional developments in these years. An understanding of Vietnam culture will also be a part of this course.

PERS 2630 Racism in Retreat 2-0-2
An interdisciplinary exploration of racial prejudice, bigotry, and hatred. Themes will include history of race relations in America (examined through regional and global perspectives), institutional racism, and the need for toleration and equality. This course will consist of an intensive off-campus retreat over two weekends in the term. Following an individual meeting with faculty, students will engage in selected readings and assignments and participate in discussions, exercises and activities, before, during, and after the retreat as they confront the faces of racism.

PERS 2640 Law and Justice Around the World 2-0-2
A cross-disciplinary course in which law and criminal justice in the United States are compared with major systems of law and justice in the world. The course gives extensive attention to the rule of law and particular attention to the influence of other systems of law on that of Georgia and the United States.

PERS 2650 Christianity and Islam 2-0-2
An exploration of the principal defining characteristics of two major world religions, Christianity and Islam. A brief historical overview is followed by discussion of the global proliferation of these traditions and their contributions to the cultures in which they are established. Global and regional issues confronting each tradition in the present day are identified and discussed.

PERS 2660 Culture, Context, and Communication 2-0-2
Dimensions of culture and how these dimensions serve as barriers or bridges to communication and understanding. American values and cultural norms—especially those of the region and the South generally—as well as foreign perceptions of these values and norms, are used as a frame of reference in analyzing specific incidents of cultural misunderstanding and value conflicts. Particular emphasis is placed on contrasting American (and specifically Southern) culture with lesser known cultures of the non-Western world.

- PERS 2670 Latin American Studies 2-0-2
 An exploration of a variety of topics related to the study of Latin America and the Hispanic populations of the United States, including language, literature, geography, ethnicity, social structure, religion, music, and contemporary issues. United States and Latin American perspectives will be covered with specific attention given to the Hispanic community in the southeastern United States.
- PERS 2675 Japanese Music and Culture 2-0-2
 An exploration of a variety of topics related to the study of Japanese music and culture.
- PERS 2680 Crossroads, Cross Cultures: Exploring the Global Village 2-0-2
 An introduction to selected cultures of the major world regions including the Americas, Western Europe, Africa, Asia, the Middle East, the Far East, and Indonesia. The cultural cluster areas covered will be: 1) language and communication, 2) social variables, 3) geographical variables, 4) cross cultural environment, and 5) current political systems. Students will also look at the regional culture of south Georgia and integrate knowledge of that culture within the international context, thereby increasing awareness of the diversity/similarity of communities within the global village.
- PERS 2690 Multicultural America 2-0-2
 An examination of issues raised by living in a multicultural society. Through discussions of films and readings, students will consider how different cultures have shaped the United States in the past and where such shapings might lead in the future.
- PERS 2695 World Music Cultures 2-0-2
 An introduction to selected world music cultures, using a case-study approach that emphasizes the distinctive contexts, sounds, and meanings of music performance worldwide. The course looks at music as culture and focuses on the role and function of music in relation to such topics as identity; belief, ritual, and worship; politics; memory; migration; festival; and dance.
- PERS 2699 Special Topics in Perspectives 2-0-2
 Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

Area 7 - Perspectives on the World of Work

- PERS 2700 Communication Systems 2-0-2
 The development and application of speech/artistic communication skills in both a southern and national cultural perspective that will affect the student's educational, religious, economic, social, and professional life in the 21st century.
- PERS 2710 Exploring Success 2-0-2
 An exploration of success writings in biographies, research publications, and the self-help literature. Areas of application include business, sports, personal development, and interpersonal relations.
- PERS 2720 Techniques of Problem Solving 2-0-2
 An introduction to problem solving methodology and techniques that pertain to everyday problems, both regional and global, in varied disciplines. Techniques include counting arguments, graphical methods, logical and analytical techniques such as contradiction, analogy, induction, generalization, specialization, exhaustion, and reformulation.
- PERS 2730 Internet Technology 2-0-2
 An introduction to networking concepts, the Internet, and the World Wide Web with regional and global applications. Students will work with FTP, telnet, email, Usenet, listservs, and Internet-based electronic bulletin boards, search strategies, and web page construction.

- PERS 2740 Women and Work 2-0-2
 An exploration of the changing relationship between women's roles in the family and in the workforce, and the ways in which that relationship has been shaped by social and political forces over time. The course will trace historical trends in women's employment and will include an examination of the effects of economic globalization on women's employment, both in the southeast United States and around the world.
- PERS 2799 Special Topics in Perspectives 2-0-2
 Designed to provide a study in current topics through global, regional, and interdisciplinary approaches. Topics vary.

PHIL: PHILOSOPHY

- PHIL 2010 Fundamentals of Philosophy 3-0-3
 An introduction to the principal problems with which philosophy is concerned: methods of inquiry; principles of critical reasoning; analysis of values and value systems; appraisals and analyses of basic beliefs and attitudes. Emphasis is on the contribution of important movements and major philosophers and on the relevance of philosophy to religious, political, social, ethical, and/or scientific issues.
- PHIL 2010H Honors Fundamentals of Philosophy 3-0-3
 An introduction to the principal problems with which philosophy is concerned: methods of inquiry; principles of critical reasoning; analysis of values and value systems; appraisals and analyses of basic beliefs and attitudes, taught in an enriched, discussion-oriented environment. Emphasis is on the contribution of important movements and major philosophers and on the relevance of philosophy to religions, political, social, ethical, and/or scientific issues.
- PHIL 2020 Principles of Logic and Argumentation 3-0-3
 An introduction to the principles of logic and the nature of argumentation. Attention is given to language analysis, fallacies of reasoning, deductive and inductive procedures, subjective factors of reasoning and scientific method. Emphasis is on the practical application of basic principles to the analyses of ethical, political, and legal arguments and theories.
- PHIL 2020H Honors Principles of Logic and Argumentation 3-0-3
 An introduction to the principles of logic and the nature of argumentation, taught in a discussion-oriented environment emphasizing reasoned discourse. Attention is given to language analysis, fallacies of reasoning, deductive and inductive procedures, subjective factors of reasoning and scientific method. Emphasis is on the practical application of basic principles to the analyses of ethical, political, and legal arguments and theories.
- PHIL 3060 History of Ancient Philosophy 3-0-3
 Prerequisite: PHIL 2010 or PHIL 2010H or consent of the instructor. A historical survey of philosophy of the ancient period, including Greek, Roman and other traditions.
- PHIL 3070 History of Medieval Philosophy 3-0-3
 Prerequisite: PHIL 2010 or PHIL 2010H or consent of the instructor. A historical survey of philosophy of the medieval period.
- PHIL 3080 History of Early Modern Philosophy 3-0-3
 Prerequisite: PHIL 2010 or PHIL 2010H or consent of the instructor. A historical survey of philosophy of the early modern period, ranging from the 16th to the 18th centuries.
- PHIL 3090 History of Late Modern Philosophy 3-0-3
 Prerequisite: PHIL-2010 or PHIL 2010H or consent of the instructor. A historical survey of philosophy of the late modern period, ranging from the 19th to the 20th centuries.
- PHIL 3100 Ethics and Health Care 3-0-3
 A study of ethical issues in health care delivery, with special emphasis on abortion, euthanasia, paternalism and autonomy, confidentiality, medical experimentation and informed consent, allocation of scarce resources, and the right to health care.

- PHIL 3110 Aesthetics 3-0-3
A study of the nature of art and theories of value.
- PHIL 3120 Ethical Theory 3-0-3
An introduction to ethical theory, with special emphasis on survey of classical theorists and on the study of theoretical debates in normative ethics.
- PHIL 3130 Social and Political Philosophy 3-0-3
An introduction to social theory and practice, with special emphasis on survey of classical theories and the study of practical policy issues.
- PHIL 3140 Ethics and Law 3-0-3
A study of ethical issues in law and society, with special emphasis on the nature of law and legal reasoning, of responsibility and punishment, constitutional adjudication, procedural justice, the limits of liberty, and civil disobedience.
- PHIL 3150 Ethics and Business 3-0-3
A study of ethical issues in business and society, with special emphasis on corporate responsibility, regulation of business, and the protection of workers, consumers and the environment.
- PHIL 3160 Ethics and Media 3-0-3
A study of ethical issues in the media, with special emphasis on pursuit of news, advertising, media lobbying, terrorism and the media, the reporter and personal ethics, freedom of the press, and ethics and the Internet.
- PHIL 3170 Ethics and Sport 3-0-3
A study of ethical issues in sport and society, with special emphasis on issues such as contest and competition, commercialization of sport, cheating, drug use, violence, gender and racial discrimination.
- PHIL 3180 Ethics and the Environment 3-0-3
A study of ethical issues in our interaction with the environment, with special emphasis on the defining of an environmental ethic and on specific issues such as restrictions on land use, the use of cost-benefit analysis, and the protection of endangered species and habitats.
- PHIL 3190 Ethics and the Social Sciences 3-0-3
A study of ethical issues in the social sciences, with special emphasis on issues such as human and animal experimentation, counseling, behavior control, punishment, psychological and sociological determination, and gender and racial discrimination.
- PHIL 3200 Philosophy of Science 3-0-3
A study of philosophical problems and issues in science, including theories of explanation, scientific method, implications of science practice on society.
- PHIL 3210 Ethics and Technology 3-0-3
A study of ethical issues in technology and society, with emphasis on developing a philosophy of technology and on issues such as automation, artificial intelligence, nuclear technologies, and the impact of new technologies on existing social structures.
- PHIL 3220 Cosmology 3-0-3
Also offered as ASTR 3220. Prerequisite: ASTR 1020K and PHIL 2010 or PHIL 2010H or consent of the instructor. A scientific and philosophical study of our perception of the universe, including the world views of Ptolemy, Copernicus, and Einstein.
- PHIL 3230 Philosophy of Mind 3-0-3
A study and analysis of main issues in philosophical psychology and cognitive science, including the nature of the mental, models of thought and rationality, the role of emotions, the problem of free will, and virtual reality.
- PHIL 3300 Philosophy of Religion 3-0-3
Also offered as REL 3300. The study of basic problems of religious belief and critical analysis of proposed solutions to these problems.

- PHIL 3310 World Religions 3-0-3
Also offered as REL 3310. A study of World Religions which situates the major religious traditions in their historical and cultural contexts. In a quest to identify both the rich diversity among these traditions and their commonalities, the Great Tradition of sacred texts and doctrines and the Little Traditions as it pertains to ritual and praxis are explored.
- PHIL 3390 Concepts of God 3-0-3
Also offered as REL 3390. An examination of a range of differing interpretations of the concept "God", undertaken primarily from the standpoint of philosophical inquiry regarding a predominantly religious theme.
- PHIL 3400 Existentialism 3-0-3
Also offered as REL 3400. The study of some of the principal existentialist thinkers such as Sartre, Heidegger, Buber, and Jaspers.
- PHIL 3410 Philosophy of Human Nature 3-0-3
Also offered as REL 3410. An introduction to some major concepts of human nature that have influenced Western thought from the time of early Judaism, Plato, and Early Christianity. This course includes the contributions of later political theorists, scientists, social scientists, philosophers and theologians.
- PHIL 3430 American Philosophy 3-0-3
A study of American philosophical thought.
- PHIL 3530 Christian Ethics 3-0-3
Also offered as REL 3530. Classical and contemporary sources, methods, and norms evident in a variety of approaches to Christian ethics such as Biblical ethics, feminist ethics, Catholic and Protestant social teachings, and liberation theology. The course applies the social teachings of Christian traditions to relevant issues in social ethics today.
- PHIL 4120 Ethics and Public Policy 3-0-3
A study of ethical issues involved in public policy, with special emphasis on issues such as affirmative action, abortion, euthanasia, capital punishment, free speech and privacy.
- PHIL 4220 Ethics and Public Administration 3-0-3
A study of ethical issues in public administration, with special emphasis on developing analytical skills in ethical decision-making in the public sector, highlighting the role of ethics and professional responsibility in public service, and identifying situations involving professional malfeasance such as conflict of interest.
- PHIL 4800 Special Topics in Philosophy 1-0-1 to 3-0-3
A study of selected topics in philosophy.
- PHIL 4810 Directed Study in Philosophy 1-0-1 to 3-0-3
An individual study of a special area of philosophy under supervision of the instructor.
- PHIL 4900 Special Topics in Ethics 1-0-1 to 3-0-3
A study of selected topics in theoretical and applied ethics.
- PHIL 4910 Directed Study in Ethics 1-0-1 to 3-0-3
An individual study of a special area of ethics under supervision of instructor.
- PHIL 4920 Metaphilosophy 3-0-3
Prerequisite: Senior Philosophy Major. A capstone course for senior philosophy majors, which includes individual research projects on selected themes, presented by students to their peers and to the philosophy faculty, who are participants in the course. World Wide Web Internet technology is included in course research and presentation.

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.

PHSC: PHYSICAL SCIENCE

- PHSC 1100 The Universe of Energy 3-0-3
Prerequisite: MATH 1111 or equivalent, or consent of the instructor. A survey of the physical sciences focused upon the theme of energy. The concept of energy as a physical quantity is developed, and implications of the Law of Conservation of Energy are explored. Issues related to the utilization of energy in an industrial society are discussed, and examples of geological, meteorological, astrophysical, and chemical processes which involve energy are presented.
- PHSC 3010 Experimental Physical Science 2-4-4
Prerequisite: MATH 1111 or equivalent. This course covers the basic principles of physical science, and how apparatus can be built from commonly available materials in order to demonstrate these principles.
- PHSC 3050 Observational Astronomy 2-4-4
Prerequisite: PHSC 1100, and GEOL 3020 or ASTR 1020K, or the consent of the instructor. A study of the observation of celestial objects visible to the unaided eye, with astronomical photography, the position and motion of objects in the sky, locating celestial objects with the telescope and the use of star charts.

PHYS: PHYSICS

- PHYS 1111K Introductory Physics I 3-3-4
Pre- or co-requisite: MATH 1112 or MATH 1113. Part I of an introductory course in physics. Topics include mechanics, thermodynamics, and waves. Elementary algebra and trigonometry will be used. Three lecture hours, one 2-hour laboratory, and one 1-hour recitation session per week.
- PHYS 1112K Introductory Physics II 3-3-4
Prerequisite: PHYS 1111K with a grade of "C" or better. Part II of an introductory course in physics. Topics include electromagnetism, optics, and modern physics. Three lecture hours, one 2-hour laboratory, and one 1-hour recitation session per week.
- PHYS 2211K Principles of Physics I 3-3-4
Corequisite or Prerequisite: MATH 2261. Part I of an introductory course in calculus-based physics. Topics include mechanics, thermodynamics, and waves. Elementary differential and integral calculus will be used. Three lecture hours, one 2-hour laboratory, and one 1-hour recitation session per week.
- PHYS 2212K Principles of Physics II 3-3-4
Corequisite or Prerequisite: MATH 2262. Prerequisite: PHYS 2211K with a grade of "C" or better. Part II of an introductory course in calculus-based physics. Topics include electromagnetism, optics, and waves. Elementary differential and integral calculus will be used. Three lecture hours, one 2-hour laboratory, and one 1-hour recitation session per week.
- PHYS 2700 Modern Physics 1-0-1
Prerequisite: PHYS 2211K. A preparatory course for the upper-division physics curriculum. An overview of physics developed in the last century. Topics include the special theory of relativity, the particles-wave duality, matter waves, Schrödinger's equation, and condensed matter physics.
- PHYS 3040 Electronics 2-4-4
Prerequisite: PHYS 2212K. A lecture-laboratory study of basic electrical circuits and techniques, including extensive use of the oscilloscope. Both continuous wave and pulse phenomena are treated.

- PHYS 3100 Optics 2-2-3
Prerequisites: PHYS 2212K, MATH 2263, MATH 3340. An intermediate level course with emphasis on physical optics. Topics include interference, polarization, dispersion, absorption, resonance and quantum effects. The electromagnetic nature of light is emphasized.
- PHYS 3810 Mathematical Methods of Physics 3-0-3
Prerequisites: PHYS 2212K and MATH 2263. Special topics in mathematics as related to advanced study in physics. Topics include vector analysis, differential equations, orthogonal functions, eigenvalue problems, matrix methods, and complex variables.
- PHYS 3820 Computational Physics 3-0-3
Prerequisites: PHYS 2212K and MATH 2263. Topics include formulation of equations describing physical systems and the use of computers to solve them, computer simulations of physical systems, the use of computers to acquire and analyze data, and graphical methods of displaying data.
- PHYS 4040 Experimental Physics 2-4-4
Prerequisite: PHYS 2212K. A lecture-laboratory course devoted to techniques of research in experimental physics. Topics include treatment of data, vacuum techniques, magnetic devices, preparation and manipulation of beams of particles, and radioactivity. A number of modern physics experiments are studied and performed.
- PHYS 4111 Theoretical Mechanics I 3-0-3
Prerequisite: MATH 2263; PHYS 2212K with a grade of "C" or better. Topics include Newtonian mechanics, conservation laws, simple harmonic motion, and Lagrange's equations.
- PHYS 4112 Theoretical Mechanics II 3-0-3
Prerequisite: PHYS 4211 with a grade of "C" or better. Topics include Newtonian mechanics, rotational motion, waves, relativity, and Hamiltonian formalism.
- PHYS 4211 Electromagnetism I 3-0-3
Prerequisites: MATH 2263 and PHYS 2212K with a grade of "C" or better. Topics include electrostatics, magnetostatics, charge distributions, and Maxwell's equations in differential form.
- PHYS 4212 Electromagnetism II 3-0-3
Prerequisite: PHYS 4211 with a grade of "C" or better. Topics include electrodynamics, time varying electric and magnetic fields, and propagation of electromagnetic waves.
- PHYS 4310 Statistical Physics 3-0-3
Prerequisite: MATH 2263, PHYS 2211K. A study of kinetic theory and statistical mechanics with a brief treatment of classical thermodynamics.
- PHYS 4411 Quantum Mechanics I 3-0-3
Prerequisites: PHYS 2212K and MATH 2263. Pre- or Co-requisite: PHYS 4111. Topics include the wave-particle duality of light and matter, Schrödinger's equation, and time-independent solutions to Schrödinger's equation. Dirac notation and matrix formalism are introduced.
- PHYS 4412 Quantum Mechanics II 3-0-3
Co-requisite: PHYS 4111. Topics include angular momentum and spin operators, time-independent perturbation theory, and the WKB approximation.
- PHYS 4501 Capstone Seminar I 2-0-2
Prerequisite: Senior standing. A study of current developments in the fields of physics. Oral presentations will be required of all students and will be based on recent research articles in physics and related journals.
- PHYS 4502 Capstone Seminar II 2-0-2
Prerequisite: Senior standing. A study of current developments in the fields of physics. Students do in-depth research in a speciality area, culminating in an oral presentation to the department.

- PHYS 4800 Internship in Physics 0-6-3 to 0-12-6
Active participation in research in physics or in a field of science closely allied with physics, such as biophysics. A daily log of activities, a report on the work done, and a research paper relating the work done to the field of physics are required.
- PHYS 4900 Special Topics in Physics 1-0-1 to 4-4-6
Prerequisite: Consent of advisor and instructor, and at least junior standing. Topics to be assigned by instructor; may be taken more than once if topics are different, up to a total of 6 credit hours.
- PHYS 4950 Directed Study in Physics 1-0-1 to 4-4-6
Prerequisite: At least Junior standing; permission of advisor, instructor, and department head. Study in area or subject not normally found in established courses offered by the department; may also allow student to explore in more detail and/or depth an area or subject covered by the department in physics. Up to a maximum of 12 credit hours.

POLS: POLITICAL SCIENCE

- POLS 1101 American Government 3-0-3
An examination of the fundamental institutions and political processes of the American system of government. Students are also given an overview of Georgia's Constitution, state politics, and state government institutions. POLS 1101 satisfies legislative requirements for the study of U.S. and Georgia Constitutions.
- POLS 1101H Honors American Government 3-0-3
A survey course to provide honors students with an understanding of the institutions and political processes of the American system of government, taught in an enriched environment. Students are also given an overview of Georgia's Constitution, state politics, and state government institutions. POLS 1101H satisfies legislative requirements for the study of U.S. and Georgia Constitutions.
- POLS 2101 Introduction To Political Science 3-0-3
An introduction to Political Science as a field of inquiry. Surveys the subfields of the discipline of Political Science, including American, comparative, and international politics; political theory, public law, and public administration.
- POLS 2200 The Development of American Democracy 3-0-3
An examination of the evolution of American democracy from the founding to the contemporary era. Initially, this course investigates the constitutional foundations of American government. The course lectures and readings will explore the political thought of the founding fathers and the development of the U.S. Constitution. Students will explore the changes in the political processes and institutions of American government over the last 200 years.
- POLS 2401 Introduction To Global Issues 3-0-3
A survey of contemporary political issues arising both internationally and in the United States. Discussion will focus upon a number of controversial political topics currently being debated in the United States such as electoral reform, social and welfare issues, and role of the U.S. in the world. The course will also examine issues of a more international nature such as global security, international trade and economics, human rights, and the moral responsibilities of nation-states.
- POLS 2401H Honors Introduction To Global Issues 3-0-3
A survey of contemporary political issues arising both internationally and in the United States for honors students, taught in an enriched environment. Discussion will focus upon a number of controversial political topics currently being debated in the United States such as electoral reform, social and welfare issues, and the role of the U.S. in the world. The course will also examine global issues such as international trade and economics, human rights, and the moral responsibilities of nation-states.

- POLS 2501 Current Issues in American Politics 3-0-3
A discussion of current political issues in America as well as their roots in the American social, economic, and political environment.
- POLS 3100 Scope and Methods of Political Science 3-0-3
An introduction to the foundations of politics as a science by examining what political scientists (and other social scientists) do and study. The course examines the basic concepts and approaches to understanding the political world and all it embodies, from analyzing a public policy to examining electoral behavior. It is designed to introduce students to political science research, prepare students to evaluate research critically, interpret social scientific research and provide students with the requisite skills to initiate and conduct research. POLS 3100 is taught in an electronic classroom using appropriate software packages.
- POLS 3200 American State and Local Government and Politics 3-0-3
A study of American subnational governments and politics with special emphasis upon intergovernmental relations.
- POLS 3210 The American Legislative Process 3-0-3
A study of the legislative process in the United States, focusing primarily on Congress and the state legislatures. Course topics will include elections for legislative offices and the interaction between the legislature and the executive branch. The roles of parties and leaders in the legislative process will be examined.
- POLS 3220 The American Political Process: Campaigns, Elections and Voters 3-0-3
A general overview of the American political process. Special emphasis is placed on the role of money and the media in modern campaigns. The course examines the rise of "candidate-centered" elections. The study of the American voter focuses on the decline in voter turnout, the rise of the independent voter, and the influence of race on voting.
- POLS 3230 Political Parties, Interest Groups and the Media 3-0-3
A study of the mediating institutions in society which connect citizens to their government. The course examines the historical evolution of American political parties and their special contribution to our democracy. After an examination of the decline of political parties in the 20th century, this course explores the ascendance of interest groups and the mass media. Topics of particular include the explosion of political action committees, the rise of issue networks, media bias and the influence of the media on political learning.
- POLS 3240 American Judicial Process and Behavior 3-0-3
A comprehensive examination of the workings of the American judiciary, its impact and compliance at both the state and the federal levels and the complex environment within which the courts function. Critical to the examination of both criminal and civil courts is the assumption that decisions made by judges play a powerful role in shaping public policy and that courts themselves are strongly influenced by other institutions and forces in the society.
- POLS 3260 Jurisprudence: Theories of Law and Legal Thought 3-0-3
An examination of major legal schools of thought. The course looks at positive law, natural law, ideas of justice, and the concept of natural rights.
- POLS 3270 Public Opinion and Political Socialization 3-0-3
An examination of the origins, content, and impact of public opinion. Special emphasis is placed on the advantages and limitations of public opinion polling. The course also examines the main agents of political socialization. Topics of particular interest include the role of the family in political learning, racial differences in political socialization, and the influence of television on the formation of pre-adult political opinions.
- POLS 3290 The American Presidency 3-0-3
The study of the role, powers, and responsibilities of the President of the United States within the constitutional system and the changing nature of the presidency.
- POLS 3300 Comparative Politics 3-0-3
A study of key concepts and theories of comparative politics. Examines case studies from different types of political systems and regions of the world.

- POLS 3400 International Politics 3-0-3
A study of key concepts and theories of international politics. Examines the evolution of the contemporary international system and conflict and cooperation among nation-states.
- POLS 3500 Western Political Theory I 3-0-3
An examination of the teachings of the classical period of political theory from early Greeks through the political writings of Thomas Aquinas.
- POLS 3510 Western Political Theory II 3-0-3
An examination of the normative teachings of modern political theory beginning with Machiavelli up to the writings of John Stuart Mill.
- POLS 3520 Modern Political Ideologies 3-0-3
An exploration of the dominant political ideologies that shape decisions about and understanding of political events, including but not limited to capitalism, socialism, communism, patriarchy, feminism, environmentalism, liberation theology, liberalism, populism, and nationalism.
- POLS 3530 American Political Thought 3-0-3
A study of the foundations of American political thought from the Puritan era to contemporary times.
- POLS 3600 Introduction to Public Administration 3-0-3
A focus on the study of public administration processes and underlying theories within American government structures. Emphasis is on the pragmatic aspects of current government leadership and public agency management.
- POLS 3610 Public Administration and Public Policy Formation 3-0-3
An examination of the basic problems involved in the development of public policy by government actors and institutions, with emphasis on public decision making, organizational theory, and political and administrative influences on the policy making process.
- POLS 4100 Political Science Capstone Course 3-0-3
Prerequisite: POLS 3100. An application of political science research skills to the study of specialized topics that reflect the expertise of the instructor. Students will prepare and present a formal research paper. POLS 4900 may be taken as a substitute or in addition.
- POLS 4200 American Constitutional Law I 3-0-3
A comprehensive study of constitutional law emphasizing leading constitutional cases with respect to separation of powers, federalism, rights and liberties, and the role of law enforcement in relation to civil and criminal law.
- POLS 4202 American Constitutional Law II 3-0-3
A comprehensive study of constitutional law, emphasizing leading cases with respect to civil liberties. Special attention will be given to the due process clauses and the rights of the accused.
- POLS 4203 American Constitutional Law III 3-0-3
A comprehensive study of constitutional law, emphasizing leading decisions with respect to the First Amendment and the Supreme Court's policy role.
- POLS 4210 Separation of Powers in the American Political System 3-0-3
An exploration of the political theory behind a separation of powers. Primary emphasis is placed on the relations between Congress and the President. Topics of particular interest include the origins and impact of divided government, the role of the Supreme Court in arbitrating disputes between the branches of government, and reform proposals to bridge the separation of powers.
- POLS 4220 Administrative Law and Government 3-0-3
An overview of the administrative law process with the focus upon the formation and execution of public policy. Special emphasis is placed upon protecting the interests of all parties involved in the complex process of administrative law, policy formation and implementation.

- POLS 4230 Legal Research 3-0-3
A concentration on developing the research skills necessary for a knowledge, appreciation, and ability to function effectively within the legal system.
- POLS 4240 Politics and the Supreme Court 3-0-3
A review of landmark decisions of the Supreme Court. This course addresses issues related to the political climate surrounding such decisions. The political ramifications of Supreme Court cases are emphasized.
- POLS 4250 Trial Advocacy 3-0-3
Also offered as LEAS 4250. An examination of all aspects of presenting a case in trial. Students develop effective methods for analyzing and preparing cases for presentation in trial. Students will learn and use basic technical skills necessary as members of the University's Mock Trial Team at tournaments sponsored by the American Mock Trial Association. May be repeated for credit up to 9 hours for political science majors, with no more than 3 credit hours applicable to the major.
- POLS 4270 Southern Politics 3-0-3
An exploration of the unique and colorful political history and political culture of the American South. After considering the defining characteristics of the "old" southern politics, the course examines the most important features of the "new" southern politics and analyzes the changing role of the South in national politics. This course will focus on the "three R's" of southern politics: race republicanism, and realignment.
- POLS 4300 European Politics 3-0-3
A study of the politics and government of Europe. The course focuses on key political institutions and issues in major European countries, and the impact of integration on the nation-state.
- POLS 4310 Politics in Russia 3-0-3
A comprehensive study of the Russian political system with careful attention to the Soviet communist era. Major topics include the role of political parties, institutional changes, political culture, and leadership.
- POLS 4330 African Politics 3-0-3
A study of the domestic and international politics of Africa from the pre-colonial period to the present day.
- POLS 4340 Comparative Political Leadership 3-0-3
An application of theories of political leadership in a comparative framework. There will be considerations of conditions leading to effective as well as to failed leadership. Course material will include case studies of individual leaders as well as of key leadership bodies.
- POLS 4350 Politics in Developing Nations 3-0-3
The study of political institutions, processes and behavior within a comparative perspective.
- POLS 4360 Politics of Post-Communism 3-0-3
An examination of the political dynamics of Eurasia. Comparisons of emergent political systems in East Central Europe, Russia, and the newly independent nations formed out of the old Soviet Union will constitute the central focus. A secondary emphasis will be study of the regional and international orientations of these nation-states.
- POLS 4370 Comparative Constitutional Law and Judicial Politics 3-0-3
A cross-cultural examination of constitutional legal systems. The course focuses on such topics as institutions, legal professionals, judicial selection, judicial decision-making, and methodological issues involved in the cross-cultural study of legal processes and behavior.
- POLS 4390 Constitutional Law and Judicial Politics of the European Union 3-0-3
An examination of constitutional law and judicial politics with emphasis on the legal and political framework of the European Union. The focus is on the following topics: legal and political institutions of the European Union, legal and political elites, judicial selection/

recruitment of judges, judicial/political decisionmaking and relevant issues involved in cross-cultural study of legal and political systems. The course examines how decisions of the Court of Justice impact the economic balance and political stability of the European Union.

- POLS 4400 International Organization and Law 3-0-3
Readings, cases, lectures and research on the functioning of the legal structures in the international system with special emphasis on the relation between law and politics.
- POLS 4410 American Foreign Policy 3-0-3
A study of the domestic and external pressures that guide American foreign policy planners. Specific policies toward Russia, West Europe, China, and Latin America will receive special attention.
- POLS 4420 Global Security Policy 3-0-3
The study of the political efforts to deal with threats to world order arising from war, nuclear proliferation, international terrorism, the environment, the economy, and related factors.
- POLS 4430 National Security Administration and Policy 3-0-3
An examination of the organizational dynamics, political features, and policy outcomes of the national security decision-making process. Special attention will be placed on the changing role of the National Security Council.
- POLS 4440 Model United Nations 3-0-3
A study of the role of the UN in the world today. Students will obtain experience in practicing diplomatic skills in a mock setting. The ultimate goal of the course is to prepare students to represent accurately a member of the UN in regional and national competition. May be repeated for credit.
- POLS 4600 Government Organization and Administrative Theory 3-0-3
A systematic analysis of theories of organization, management, and administration. Special consideration will be given to institutional, behavioral, and psychological factors.
- POLS 4610 Public Personnel Administration 3-0-3
An examination of procedures and problems of governmental personnel administration. Studies of governmental agencies are encouraged to give students first-hand knowledge of governmental personnel administration.
- POLS 4620 Public Finance Administration 3-0-3
A study of the activities involved in the collection, custody, and expenditure of public revenue, such as the assessment and collection of taxes, public borrowing and debt administration, the preparation and enactment of the budget, financial accountability and the audit.
- POLS 4630 Techniques and Processes of Public Management 3-0-3
An exploration of public management within the structure and context of a democratic government. The course examines the strengths and weaknesses of public management processes such as the National Performance Review, traditional public management techniques, and applied theories to assess change in Georgia laws. It also addresses public management, leadership, decision-making, analytical models, budgeting, and selected public issues.
- POLS 4640 Urban Politics and Administration 3-0-3
An analysis of the governmental function in urban areas. Emphasis is placed on the management role in a political context.
- POLS 4650 Intergovernmental Relations 3-0-3
A study of federal, state, and local governmental interactions, with an emphasis on the implications of these interactions for public management.
- POLS 4670 Quality Management in Public Administration 3-0-3
An examination of key current issues in public administration. The course explores the most current literature illuminating the issues facing public administrators in today's demanding environment.

POLS 4700	Directed Study in Political Science	1-0-1 to 3-0-3
	Directed readings in selected areas of political science with regular conferences between instructor and students.	
POLS 4700H	Honors Directed Study in Political Science (Thesis)	1-0-1 to 3-0-3
	Directed readings in selected areas of political science with regular conferences between instructor and students.	
POLS 4820	Special Topics in U. S. Government and Politics	3-0-3
POLS 4820H	Honors Special Topics in US. Government and Politics	3-0-3
	Special topics in U.S. government and politics for Political Science Honors Track. May be repeated for credit.	
POLS 4830	Special Topics in Comparative Politics	3-0-3
POLS 4830H	Honors Special Topics in Comparative Politics	3-0-3
	Special topics in comparative politics for Political Science Honors Track. May be repeated for credit.	
POLS 4840	Special Topics in International Politics	3-0-3
POLS 4840H	Honors Special Topics in International Politics	3-0-3
	Special topics in international politics for Political Science Honors Track. May be repeated for credit.	
POLS 4850	Special Topics in Political Theory	3-0-3
POLS 4850H	Honors Special Topics in Political Theory	3-0-3
	Special topics in political theory for Political Science Honors Track. May be repeated for credit.	
POLS 4860	Special Topics in Public Administration	3-0-3
POLS 4860H	Honors Special Topics in Public Administration	3-0-3
	Special topics in public administration for Political Science Honors Track. May be repeated for credit.	
POLS 4700H	Honors Directed Study in Political Science (Thesis)	3-0-3
	Directed study in selected areas of political science, with regular conferences between instructor and students, leading to the writing of a thesis. For students in the Political Science Honors Track.	
POLS 4900	Internship in Political Science	3 to 12 credit hours
	Supervised study in a structured governmental or political environment. Open to any student, regardless of major, meeting stated requirements in any of the available Internship Programs: Governor's, Georgia Legislative, U.S. Senate, U. S. House of Representatives, etc. The number of credit hours granted is dependent upon the particular program, academic work, requirements, and nature of participation. May be substituted for POLS 4100 as the capstone course for political science majors.	

PSYC: PSYCHOLOGY AND COUNSELING

PSYC 2500	Fundamentals of Psychology	3-0-3
	A general survey course designed to introduce the student to fundamental methods and content of contemporary psychology. PSYC 2500 is required of all psychology majors.	
PSYC 2500H	Honors Fundamentals of Psychology	3-0-3
	A general survey course designed to introduce the student to the fundamental methods and content of contemporary psychology. PSYC 2500H substitutes for PSYC 2500.	
PSYC 2700	Human Growth and Development	3-0-3
	The study of human growth and development across the lifespan, with emphasis on normal growth and milestones achieved in the physical, cognitive, social, and emotional systems. Educational, personal, and familial contexts that influence life satisfaction, mental and physical health are highlighted.	

- PSYC 3000 Psychology as a Career 1-0-1
Prerequisite: PSYC 2500. Open to all students considering psychology as a major and career. An exploration of psychology as a major and a career.
- PSYC 3110 Educational Psychology 3-0-3
Prerequisite: PSYC 2500 or PSYC 2700 and acceptance to Teacher Education or approval of instructor; ACED 2999 or ARED 2999 or COMD 2999 or FLED 2999 or KSPE 2999 or MGED 2999 or MUE 2999 or SEED 2999 or SPEC 2999. Application of psychological principles, theories, and methodologies to issues of teaching and learning in schools. (Successful completion of 20 hours of field experience is required.)
- PSYC 3120 Psychoeducational Aspects of Early Childhood 3-0-3
Prerequisites: PSYC 2500 or PSYC 2700 and acceptance to Teacher Education or approval of instructor; ECED 2999 or SPEC 2999. Application of psychological principles, theories, and methodologies to issues of physical, cognitive, affective, and social development of the young child in school settings, especially ages three through eight. (Successful completion of 20 hours of field experience required).
- PSYC 3130 Educational Psychology for Teachers of Adults 3-0-3
Prerequisite: Acceptance to the TTIE degree program in the College of Education or approval of instructor. Application of psychological principles, theories, and methodologies to issues of teaching and learning for adults. This course does not substitute for PSYC 3110 or PSYC 3120 in meeting teacher education degree requirements.
- PSYC 3200 Child Psychology 3-0-3
Prerequisite: PSYC 2500. A clinical-research approach to understanding the psychological and developmental problems which emerge in the period from conception through adolescence. From a topical perspective, there is focus on pathological conditions which contribute to adjustment, learning and health problems.
- PSYC 3210 Adolescent and Young Adult Psychology 3-0-3
Prerequisite: PSYC 2500. The course focuses on normative development from pubescence through young adulthood. Emphasis is placed on theory, research, and implications of achievements of this period, such as establishment of identity and independence, and how family, peers, schools, media and community may impact development. Topics include the implications of risk factors to developmental outcomes of individuals of these ages.
- PSYC 3220 Adult Psychology and Gerontology 3-0-3
Prerequisite: PSYC 2500. The course focuses on development from early adulthood through late old age for changes in biological, cognitive, social, and personality domains. Emphasis is placed on normative aging processes and issues in successful aging. Topics include issues in marriage, career, parenting, retirement, physical and mental health, and transitioning into new roles.
- PSYC 3300 Applied Behavior Analysis I 3-0-3
Prerequisite: PSYC 2500. Concepts and methods of behavior analysis and social learning. Emphasis is on the procedures associated with respondent and operant conditioning. A field-based behavior modification experiment is required of all students.
- PSYC 3400 Abnormal Psychology 3-0-3
Prerequisite: PSYC 2500. The nature and etiology of the various forms of behavior disorder, mental deficiency, and other deviations.
- PSYC 3450 Theories of Personality 3-0-3
Prerequisite: PSYC 2500. Introduction to the nature, study, and conceptualization of personality. Historical and contemporary theoretical perspectives of personality will be critically examined, and applications will be discussed.
- PSYC 3500 Statistical Methods in Psychology 3-0-3
Prerequisites: PSYC 2500 and a grade of "C" or better in MATH 1111, MATH 1112, or MATH 1113. Univariate and bivariate statistical methods for research in the behavioral sciences.

- PSYC 3600 Experimental Psychology 3-0-3
Prerequisite: PSYC 3500 with grade of "C" or better. An introduction to scientific/experimental research methods used in the study of behavior.
- PSYC 3700 Rehabilitation Psychology 3-0-3
Prerequisite: PSYC 2500. The course focuses on biological, personality, cognitive, and social effects of disabilities on adult development. Emphasis is placed on sensory and motor disabilities and the roles played by vocational rehabilitation programs, independent living initiatives, and the community integration movement on rehabilitation. Implications of theory, research, and program implementation on rehabilitation outcomes will be made.
- PSYC 3710 Social Psychology 3-0-3
Prerequisite: PSYC 2500. The study of how one's thoughts, feelings, and behaviors are influenced by others. Theoretical and practical applications are discussed.
- PSYC 3800 Industrial/Organizational Psychology 3-0-3
Prerequisite: PSYC 2500. Theory and application of psychological principles to industrial and organizational settings.
- PSYC 3900 Tests and Measurements 3-0-3
Prerequisite: PSYC 3500. Principles, techniques, and theory underlying construction and use of tests for educational and psychological measurement.
- PSYC 4000 Cognitive Psychology 3-0-3
Prerequisite: PSYC 3600. A survey of the cognitive processes, including topics on attention, memory, language, imagery, problem solving, intelligence, and neurocognition. Data collection required.
- PSYC 4050 Psychology of Learning 3-0-3
Prerequisite: PSYC 3600 with grade of "C" or better. An introduction to the basic principles of human and animal learning, memory, and problem solving.
- PSYC 4100 Physiological Psychology 3-0-3
Prerequisite: PSYC 3600. An introduction to the structure and function of the human nervous system and its relation to behavior.
- PSYC 4150 Sensation and Perception 3-0-3
Prerequisite: PSYC 3600. An overview of the physiology of the senses and how sensory information is integrated so perception can occur. Laboratory experiments included.
- PSYC 4300 Behavior Analysis II 3-0-3
Prerequisite: PSYC 3300 and PSYC 3600. The concepts, methods, and procedures of behavior analysis are examined in terms of how they are used in typical populations and problems in clinical, educational, home, business/industrial and other settings. A field placement behavior modification intervention is required of all students.
- PSYC 4500 Special Topics in Psychology 1-0-1 to 3-0-3
Prerequisite: PSYC 2500 and approval of instructor. Issues of topical importance in psychology are explored. May be repeated for a maximum of 6 hours credit.
- PSYC 4800 Introduction to Clinical Practices 3-0-3
Prerequisite: Senior Standing, PSYC 3400, and PSYC 3900. An overview of the clinical activities involved in the provision of mental health services. Diagnostic and therapeutic practices are presented along with current clinical issues.
- PSYC 4850 Directed Study in Psychology 3-0-3
Prerequisite: Approval of instructor and Head of the Department. Individualized study of an existing course not offered during the particular semester needed.
- PSYC 4870 Workshop in Applied Psychology 1-0-1 to 3-0-3
Prerequisite: Approval of advisor and Head of the Department. An intensive study of a topic relevant to applied psychology services provision. May be repeated for a maximum of 6 hours credit.

- PSYC 4900 History of Psychology 3-0-3
Prerequisites: Senior Standing and PSYC 3600. Traces the origins of psychology from philosophy and physiology and its development into the science psychology is today.
- PSYC 4950 Senior Seminar 3-0-3
Prerequisites: Senior Standing and PSYC 3600. Students will explore the diverse career options, debate various controversial issues, and discuss other select topics of current concern in the field of psychology.
- PSYC 4991, PSYC 4992, PSYC 4993 Senior Thesis I, II, III 1-0-1 each
Prerequisites: "B" or better in PSYC 3500 and PSYC 3600, consent of instructor and junior standing. A multi-semester course during which the student will develop, conduct, and write up a novel psychological study.

READ: READING EDUCATION

- READ 0099 See the Learning Support section at the end of the list of course offerings.
- READ 3200 Integrating Literature & the Fine Arts in the Teaching of Reading 3-0-3
Prerequisite: ECED 2999 or SPEC 2999. Corequisite: ECED 3190. An integrated approach to the teaching of reading that incorporates aesthetic appreciation and creative expression. Emphasis is placed on methods for using children's literature and the fine arts to develop life long readers.
- READ 3500 Teaching Children to Read in the Primary Grades 3-0-3
Prerequisites: ECED 2999 or SPEC 2999 and admission to Teacher Education. Corequisite: ECED 3690. An introduction to methods of teaching young children to read with an emphasis on balanced reading instruction. Major topics include building a literacy foundation, phonic and contextual analysis, comprehension instruction, and guided reading instruction.
- READ 4030 Directed Study in Reading 3-0-3
Prerequisite: Consent of the Department Head. An opportunity for intensive individual study in the student's field of specialization
- READ 4100 Assessment and Correction of Reading Difficulties 2-0-2
Prerequisites: READ 3500. Corequisite: ECED 4690. Emphasizes diagnostic and assessment strategies for corrective instruction with young children experiencing moderate difficulty in learning to read. Includes causes of reading disability, methods of diagnosis, and procedures for group and individual remedial work.
- READ 4200 Reading and Writing to Learn in the Intermediate Grades 3-0-3
Prerequisite: READ 3500. Corequisite: ECED 4690. Teaching strategies for comprehending and composing expository text. Emphasis is placed on teaching reading and writing across the content areas in grades 3-5. Motivating students to read and write; developing vocabulary, comprehension strategies, higher level thinking, and study skills; and utilizing technology will be addressed in relation to reading and writing expository text.

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.

- READ 4530 Teaching Reading to Children With Exceptionalities (Special Education) 3-0-3
 An introduction to the methods and materials for teaching reading to exceptional children within a balanced approach to reading instruction. Topics covered will include building a literacy foundation, developing word identification skills, and developing vocabulary and comprehension. This course is for special education teachers.
- READ 4550 Reading in the Content Areas (Middle and Secondary Education) 3-0-3
 The simultaneous teaching of reading skills and course content. Emphasis is placed on preparing students for content area reading assignments, providing support during reading, and promoting higher level thinking. Motivating students to read widely and developing vocabulary, reading comprehension, and study skills will be dealt with in relation to the content areas.

REL: RELIGIOUSSTUDIES

- REL 2020 World Religions 3-0-3
 A study of the major religious traditions in their historical and cultural contexts. Concepts of the Holy, sacred stories, rituals, symbols, ethical codes, and sacred communities are examined in Pre-literate cultures, Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam.
- REL 3300 Philosophy of Religion 3-0-3
 Also offered as PHIL 3300. The study of basic problems of religious belief and critical analysis of proposed solutions to these problems.
- REL 3330 New Testament 3-0-3
 A general academic introduction to the history, thought and literature of the New Testament, and to some of the major problems addressed in the area of New Testament Studies.
- REL 3340 Old Testament/Hebrew Bible 3-0-3
 A presentation of the principal characters, events, social structures and theological perspectives reflected in texts of the Hebrew Bible. Old Testament/Hebrew Bible introduces methods and interpretive frameworks shaped by current biblical scholarship.
- REL 3370 Religious Thought 3-0-3
 An examination of major theological/religious themes derived from both the Western and Eastern traditions. Information regarding the focus for a given quarter will be available through the religion faculty of the Department of Philosophy.
- REL 3501 History of Christianity I 3-0-3
 The history of Christianity in the ancient world from the Apostolic Age to the Council of Nicaea. The course introduces sacred texts, traditions, and powerful men and women who shaped and defined early Christianity.
- REL 3502 History of Christianity II 3-0-3
 From the Council of Chalcedon to the Council of Trent. The course examines the developments in organizational structure; theological, liturgical, and doctrinal expressions; the Papacy, monasticism, mystic spirituality; scholasticism; and major figures in Protestant and Catholic Reformations.
- REL 3503 History of Christianity III 3-0-3
 From the Early Modern Period to the present. The course examines Christianity's responses and resistances to major shifts in social organizations and societal structures, as reflected in theology, doctrine, denominationalism, social activism, spirituality, and religious communities.

- REL 3510 Judaism 3-0-3
An inquiry that examines historical and cultural implications of the Diaspora from the post-Biblical period in Judaism to the present. The course addresses sacred texts, significant figures, and the influence of social and political change on the integrity and perseverance of this tradition.
- REL 3520 Islam 3-0-3
An introduction to Islam from its inception in the 7th century to the present. This inquiry examines historical and social dimensions of Islam in several geographic and cultural contexts, including major contributions to western civilization. The study of principal figures, sacred texts, and traditions will familiarize students with the basic features of this world religion.
- REL 3530 Christian Ethics 3-0-3
Also offered as PHIL 3530. Classical and contemporary sources, methods, and norms evident in a variety of approaches to Christian ethics such as Biblical ethics, feminist ethics, Catholic and Protestant social teachings, and liberation theology. The course applies the social teachings of Christian traditions to relevant issues in social ethics today.
- REL 3600 Women and Religion 3-0-3
An introduction to historical, theological, spiritual, and liturgical dimensions of women's experience within religious traditions. Research opportunities increase students' awareness of the implication of gender as an interpretive category in religion.
- REL 3700 Buddhism 3-0-3
An exploration of major historical, cultural, and philosophical developments of the Buddhist tradition from its inception in the 5th century B.C.E. in India to its flourishing in modern times. Buddhist teachings, texts, and practices in Theravada, Mahayana, and Zen contexts are examined.
- REL 3710 Hinduism 3-0-3
An exploration of major historical, cultural, and philosophical developments of the Hindu tradition from its inception in 2300 B.C.E. in India to its flourishing in modern times. Hindu teachings, texts, cosmology, ritual, symbolic expression, and ethical practices will be explored.
- REL 4700 Topics in Religious Studies 1-0-1 to 3-0-3
A forum for dialogue and discourse on a variety of timely issues in Religious Studies. Reflects interests and concern of faculty and students by addressing particular subjects that relate the nexus of religion and human experience.
- REL 4710 Directed Study in Religious Studies 1-0-1 to 3-0-3
An individual study of a special area of religious studies under supervision of instructor.
- REL 4920 Senior Capstone Course 3-0-3
A capstone course for senior students in the Department of Philosophy who are taking the Religious Studies Track. It includes individual research on selected themes, presented by students to their peers and to the philosophy and religious studies faculty.

RGTE: REGENTS' TESTING PROGRAM

RGTE and RGTR courses: See the Learning Support section at the end of the list of course offerings.

RUSS: RUSSIAN

- RUSS 1001 Beginning Russian Language and Introduction to Russian Culture I 3-0-3
Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching for Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. RUSS 1001 is not open for credit to students with two or more years of high school Russian or the equivalent.
- RUSS 1002 Beginning Russian Language and Introduction to Russian Culture II 3-0-3
Prerequisite: RUSS 1001 or the equivalent. A continuation of RUSS 1001, with emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching for Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.
- RUSS 1111 Intensive Russian Language and Culture 3-0-3
Prerequisite: Two or more years of high school Russian or the equivalent. Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching for Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. RUSS 1111 is a one-semester combination of RUSS 1001 and RUSS 1002. The course is designed for those students not fully prepared for the 1002 level. RUSS 1111 reviews the concepts presented in RUSS 1001 and advances the student through the material of RUSS 1002.
- RUSS 2001 Intermediate Russian Language and Russian Culture I 3-0-3
Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching for Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.
- RUSS 2002 Intermediate Russian Language and Russian Culture II 3-0-3
Prerequisite: RUSS 2001 or the equivalent. A continuation of Russian 2001, with emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching for Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

SCI: SCIENCE FOR EDUCATION MAJORS

- SCI 3000 Science for Early Childhood Education Teachers 2-2-3
Co-requisites: ECED 3300, ECED 3690, MATH 3160. Basic information about biology, chemistry, and the physical sciences including astronomy, geology, and physics for early childhood education majors. The course will provide an integrated view of the role of the biological, chemical and physical sciences in understanding the natural world. Coordinated laboratory activities will be an integral part of the course.
- SCI 3101 Matter and Energy for Middle Grades Education 3-2-4
Pre- or Co-requisite: MATH 3180. A study of matter and energy, concentrating on the properties and phases of matter, motion, forces, and exchange of energy. Students will gain a conceptual understanding of Newton's laws, electricity and magnetism, the structure of the atom, and chemical bonding and reactions. Interactive demonstration and laboratory experiments will illustrate important concepts.

- SCI 3102 Earth and Space Science for Middle Grades Education 3-2-4
Prerequisite: SCI 3101. An interegrated overview of earth and space science for MGE majors with a concentration in science. Topics include plate tectonics, Earth materials and resources, Earth history, weather and climate, oceanography, global cycles, the solar system, origin and evolution of stars, and cosmology.
- SCI 3103 Natural History for Middle School Teachers 3-2-4
Prerequisite: BIOL 1030, BIOL 1040, SCI 3102, or consent of the instructor. Survey primarily of the biota of south Georgia and associated biological processes. Using the biota of south Georgia as a model, students will study basic ecological principles, population structure and dynamics, life history patterns, and reproductive strategies and behaviors common to living systems. Special topics covered in the course include the biology of rare and endangered species and the importance of biological resources to human society.

SEEC: SPECIAL EDUCATION/EARLY CHILDHOOD

- SEEC 3190 Early Childhood Inclusive Practicum: Prekindergarten-Kindergarten 0-4-1
Prerequisites: SPEC 2999, admission to Teacher Education, and SPEC 2000. Co-requisites: ECED 3000, PSYC 3120, READ 3200, SPEC 3020, SPEC 3040. Supervised classroom experiences in inclusive prekindergarten-kindergarten classrooms. Students work under the supervision of mentor teachers and university supervisors for a minimum of four hours per week. Emphasis is on including students with disabilities in the general education classroom environment.
- SEEC 3300 Teaching Concepts and Context to All Young Children 2-0-2
Prerequisites: SPEC 2999 and SEEC 3690. Co-requisite SEEC 4690. Fundamentals of teaching across all content and subject matter will be explored, including models of teaching.
- SEEC 3400 Classroom Management in Inclusive Early Childhood Education 3-0-3
Prerequisites: SPEC 2999 and admission to Teacher Education. Co-requisite: SEEC 3690. Fundamentals of creating an elementary classroom environment that is conducive to learning. The course will focus on individual and group management strategies which facilitate inclusion of students with disabilities in elementary classrooms.
- SEEC 3410 Individual and Group Planning and Curriculum in Early Childhood 3-0-3
Prerequisites: SPEC 2999 and admission to Teacher Education. Co-requisite: SEEC 3690. Fundamentals of planning for instruction of individuals and groups will be explored, including lesson/unit design. Collaborative development of the Individual Education Plan will also be addressed.
- SEEC 3690 Early Childhood Inclusive Practicum: Grades K-3 0-4-1
Prerequisites: SPEC 2999 and SEEC 3190. Co-requisites: READ 3500, SCI 3000, SEEC 3400, SEEC 3410. Supervised classroom experiences in inclusive kindergarten through third grade classrooms. Students work under the supervision of mentor teachers and university supervisors for a minimum of four hours per week. Emphasis will be on including students with disabilities in the general education classroom environment.
- SEEC 4140 Practicum in Mild Disabilities 0-4-1
Prerequisite: SPEC 2000. Co-requisite: SPEC 4110. Supervised classroom experiences in a school setting where individuals with mild disabilities are receiving services. Students will work under the supervision of mentor teachers and university supervisors for a minimum of four hours per week. Emphasis will be on providing direct instruction to students with mild disabilities and application of content of SPEC 4110 with students of school age.
- SEEC 4180 Language Development and Disability 3-0-3
The study of the foundation and sequence of language and communication development, characteristics of language and communication disorders and differences, and selected intervention strategies for children birth through age eight.

SEEC 4690 Early Childhood Inclusive Practicum: Grades 3-5 0-4-1
 Prerequisite: SEEC 3690. Co-requisites: SEEC 3300, READ 4200, SPEC 4200, SEEC 4180. Supervised classroom experiences in inclusive third through fifth grade classrooms. Students work under the supervision of mentor teachers and university supervisors for a minimum of four hours per week. Emphasis will be on including students with disabilities in the general education classroom environment.

SEED: SECONDARY EDUCATION

- SEED 2999 Entry to the Education Profession 0 hours credit
 Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.
- SEED 3000 Issues and Trends In Secondary Education 3-0-3
 Prerequisites: SEED 2999 and admission to Teacher Education. An advanced study of contemporary practices and problems in grades 7-12, with an emphasis placed on philosophy, multiculturalism, reflective practices, and management of time, resources, and students. Successful completion of a 40-hour middle school field experience is required.
- SEED 3100 Approaches To Learning For Secondary English Education 3-0-3
 Prerequisite: PSYC 3110. A study of research that focuses on how students learn English.
- SEED 3110 Classroom Laboratory I - English 1-0-1
 Participation in a secondary classroom in collaboration with a secondary teacher and university faculty.
- SEED 3200 Approaches To Learning For Secondary Mathematics Education 3-0-3
 Prerequisite: PSYC 3110. A study of research that focuses on how students learn mathematics.
- SEED 3210 Classroom Laboratory I - Mathematics 1-0-1
 Participation in a secondary classroom in collaboration with a secondary teacher and university faculty.
- SEED 3310 Classroom Laboratory I - Science 1-0-1
 Participation in a secondary classroom in collaboration with a secondary teacher and university faculty.
- SEED 3410 Classroom Laboratory I - Social Studies 1-0-1
 Participation in a secondary classroom in collaboration with a secondary teacher and university faculty.
- SEED 4010 Integrating Technology in Secondary Education 0-2-1
 Prerequisites: ACED 2400 and either FLED 3500 or SEED 3000; FLED 2999 or SEED 2999. Focus on advancing a learner's systematic, progressive migration to a student-centered, technology-empowered class. The central theme is integrating technology into the curriculum.
- SEED 4100 Curriculum and Methods For Teaching Secondary English 3-0-3
 Prerequisites: SEED 2999, PSYC 3110, and SEED 3000. Synthesis of all previous education courses. Students are required to develop inquiry-based, problem-centered, developmentally appropriate, interdisciplinary curriculum and activities that incorporate technology and authentic assessment strategies. The course also includes the study of adolescent literature as part of the secondary curriculum. Successful completion of a 40-hour secondary school field experience is required.

- SEED 4200 Curriculum and Methods For Teaching Secondary Mathematics 3-0-3
Prerequisites: SEED 2999, PSYC 3110, and SEED 3000. Synthesis of all previous education courses. Students are required to develop inquiry-based, problem-centered, developmentally appropriate, interdisciplinary curriculum and activities that incorporate technology and authentic assessment strategies. The course also includes examination and evaluation of the National Council of Teachers of Mathematics Standards. Successful completion of a 40-hour secondary school field experience is required.
- SEED 4300 Curriculum and Methods For Teaching Secondary Science 3-0-3
Prerequisites: SEED 2999, PSYC 3110, and SEED 3000. Synthesis of all previous education courses. Students are required to develop inquiry-based, problem-centered, developmentally appropriate, interdisciplinary curriculum and activities that incorporate technology and authentic assessment strategies. Successful completion of a 40-hour secondary school field experience is required.
- SEED 4400 Curriculum And Methods For Teaching Secondary Social Studies 3-0-3
Prerequisites: SEED 2999, PSYC 3110, and SEED 3000. Synthesis of all previous education courses. Students are required to develop inquiry-based, problem-centered, developmentally appropriate, interdisciplinary curriculum and activities that incorporate technology and authentic assessment strategies. Successful completion of a 40-hour secondary school field experience is required.
- SEED 4620 Linking Classrooms with Careers 0-2-1
Prerequisites: SEED 2999, SEED 3000, and senior standing. Successful completion of an 80-hour field experience that emphasizes educational applications and connections between businesses/industries and schools.
- SEED 4790 Student Teaching 10 hours credit
Prerequisites: SEED 2999, completion of all coursework, and a 2.5 Grade Point Average. Co-requisite: SEED 4800.
- SEED 4800 Professional Practices Seminar 2-0-2
Prerequisite: SEED 2999. Co-requisite: SEED 4790.
- SEED 4900 Special Topics in Secondary Education 1-0-1 to 3-0-3

SOCI: SOCIOLOGY

- SOCI 1101 Introduction to Sociology 3-0-3
Fundamentals of sociology, focusing on basic concepts, theories, and methods of research and inquiry. Emphasis is on applying the sociological perspective to understanding social inequalities and social stratification, culture, social institutions and groups, social change, and the relation of the individual to society.
- SOCI 1101H Introduction to Sociology, Honors 3-0-3
Fundamentals of sociology, at the honors level, focusing on basic concepts, theories, and methods of research and inquiry. Emphasis is on applying the sociological perspective to understanding social inequalities and social stratification, culture, social institutions and groups, social change, and the relation of the individual to society.
- SOCI 1160 Introduction to Social Problems 3-0-3
An analysis of major national and international social problems, using the sociological perspective. Sociological principles, theories, and methods will be used in data interpretation, analysis of ideologies, and evaluation of social policy.
- SOCI 3000 Sociological Analysis and Statistical Applications 3-2-4
Prerequisites: ANTH 1102, SOCI 1101, and SOCI 1160. An introduction to the foundations of sociology and anthropology as well as basic statistical analysis. The course will examine social scientific research design including conceptualization, operationalization, prob-

lem definition, database management, and sampling. Data analysis will include descriptive, inferential, and multivariate statistics and use data analysis software. Computer laboratory periods required.

- SOCI 3060 Race and Ethnic Relations 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. An introduction to the sociology of race and ethnic relations. A study of systems of social inequalities based upon race and ethnic divisions in society. Case studies including African-American and international ethnic conflicts are explored.
- SOCI 3090 Mass Media and Popular Culture 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. A sociological analysis of the impact of mass media and popular culture on individuals and groups in such areas as violence, consumerism, political participation, social deviation, and interpersonal communication.
- SOCI 3150 Sociology of Religion 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. The study of religion as one of the basic institutions in society. The course will cover the functions of religion within society; problems and conflicts within religion, such as racism and sexism; and how religion is expressed by persons in a variety of groups and cultures.
- SOCI 3190 Clinical Sociology 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. Introduces students to the skills needed for direct work with clients, such as effective engagement, active listening, interviewing, assessment and goal setting, and ethical concerns. Focus is placed on the whole person and the sociological model of assessment.
- SOCI 3200 Applied Sociology 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. An analysis of the approaches and techniques used by sociologists and human service workers in applied/clinical settings. Emphasis on sociological principles and their application in the diagnosis and treatment of individuals and groups. Applied/clinical sociology as a profession as well as ethical issues will also be addressed.
- SOCI 3350 Social Deviance 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. A study of the nature and dimension of deviance in society, with special emphasis on the problems of definition, identification, explanation, and social reaction. Specific forms of deviance, including the construction of deviant identities and deviant careers, will be discussed.
- SOCI 3500 Sociological Theory 3-0-3
Prerequisites: SOCI 3000. An essentially historical survey of the development of sociological theory. Strategies of theory building and conducting research will also be considered. Students will develop a competent review of literature in an area of sociology.
- SOCI 3510 Research Methods 3-0-3
Prerequisites: SOCI 3000. An introduction to social research techniques with an emphasis on firsthand data collection. Project work introduces students to issues in research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings. Will be taught in electronic classrooms, as facility availability permits.
- SOCI 3650 Sociology of Sport 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. The study and analysis of the spectacle, business, and power of sport in society. Coursework examines both the socially integrative and disintegrative aspects of sport as an institution. Includes international analyses and multicultural examples.

- SOCI 3710 Social Psychology 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. A sociological analysis of the relationship between social situational influences and individual behavior. Survey of social psychological theories as they relate to social perception, attitudes and behaviors, group productivity, prejudice, and socialization.
- SOCI 3750 Medical Sociology 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. An analysis of the social processes affecting conditions of health and disease and the cluster of social relationships and organizations that comprise the institution of medicine. Emphasis on social and cultural factors which influence definitions of health and illness, causes, preventions, and treatments, cross cultural comparisons, stress, delivery of health care, and health care professionals.
- SOCI 3800 Social Stratification 3-0-3
Prerequisite: SOCI 1101 or SOCI 1160 or permission of instructor. A study of systems of stratification, including race, class, and gender. Course includes exploration of research, concepts, and theories in the study of social class, race, and gender and the effect these systems have on power, life chances, and social mobility in our society. A primary focus of the course is the explanation of social inequality.
- SOCI 4100 Family Sociology 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. An analysis of the institution of family in contemporary society. Emphasis is on understanding the historical development of current family systems; a sociological analysis of family dynamics; the interaction between family and other institutions; the connection between family and systems of social class, race, and gender; and current family problems and issues.
- SOCI 4200 Organizations and Work 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. Sociological study of the nature of work within formal and informal organizations. Course includes a study of the relationship between occupations and careers, the social organization of work in bureaucracy, Voluntary organizations, theory and concepts associated with the study of organizations, and individual strategies for career entry.
- SOCI 4540 Internship in Sociology 3 to 9 credit hours
Prerequisites: Permission of advisor and Internship Coordinator. Graded "Satisfactory" or "Unsatisfactory." Supervised, practical experience in an appropriate community agency; an opportunity for students of demonstrated maturity and judgment to discover the integration between theory and practice and make applications.
- SOCI 4550 Poverty and Social Welfare 3-0-3
Prerequisite: SOCI 1101 or SOCI 1160 or permission of instructor. An examination of the history, causes, and consequences of poverty in the US. Also discussed will be the history, philosophy, policies, programs, concepts, and practices in the field of social welfare.
- SOCI 4680 Sociology of Gender 3-0-3
Prerequisite: SOCI 1101 or SOCI 1160 or permission of instructor. A micro and macro analysis of the social construction of gender and its resulting inequalities in the major areas of contemporary society, including the economic, family, and political institutions.
- SOCI 4800 Issues in Sociological Practice 3-0-3
Prerequisite: SOCI 1101 or SOCI 1160. The application of sociological knowledge to specific topics within sociological practice. These will include but are not limited to the following: domestic violence, rural sociology, environmental sociology, family stress and trauma, and drug use and drug policy. May be taken concurrently with SOCI 4810. May be repeated for credit with different topics.

- SOCI 4810 Issues in Sociological Practice 3-0-3
Prerequisite: SOCI 1101 or SOCI 1160. The application of sociological knowledge to specific topics within sociological practice. These will include but are not limited to the following: social gerontology, child welfare, mental health and substance abuse, community development, and nonprofit organizations. May be taken concurrently with SOCI 4800. May be repeated for credit with different topics.
- SOCI 4900 Special Topics in Sociology 1-0-1 to 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. Topics vary. Designed to provide an intensive study in a current topic relevant to sociology. May be repeated for credit.
- SOCI 4980 Directed Topics in Sociology 1-0-1 to 3-0-3
Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor. Study in an area or subject not normally found in established courses offered by the department; may also allow the student to explore in more detail a topic which is normally covered by the department. May be repeated for credit
- SOCI 4990 Senior Capstone 3-0-3
Prerequisites: Successful completion of SOCI 3000, the Foundation courses, and a minimum of 6 hours of departmental concentration courses. An Application for Capstone must be completed by midterm of the semester before enrollment. Summative end of program. Designed to enhance the student's undergraduate sociological or anthropological studies through involvement in guided research or field experience. Students will be required to write and present a senior paper.

SPAN: SPANISH

- SPAN 1001 Beginning Spanish Language and Introduction to Hispanic Cultures, I 3-0-3
Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. SPAN 1001 is not open for credit to students with two or more years of high school Spanish or the equivalent.
- SPAN 1002 Beginning Spanish Language and Introduction to Hispanic Cultures, II 3-0-3
Prerequisite: SPAN 1001 or the equivalent. A continuation of SPAN 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.
- SPAN 1111 Intensive Spanish Language and Hispanic Cultures 3-0-3
Prerequisite: Two or more years of high school Spanish or the equivalent. Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. SPAN 1111 is a one-semester combination of SPAN 1001 and SPAN 1002. This course is designed for those students not fully prepared for the 1002 level. SPAN 1111 reviews the concepts presented in SPAN 1001 and advances the student through the material of SPAN 1002.

- SPAN 2001 Intermediate Spanish Language and Hispanic Cultures I 3-0-3
Prerequisite: SPAN 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various socio-cultural aspects and the distinctiveness of certain cultural traditions.
- SPAN 2002 Intermediate Spanish Language and Hispanic Cultures II 3-0-3
Prerequisite: SPAN 2001 or the equivalent. A continuation of SPAN 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.
- SPAN 2002H Honors Intermediate Spanish Language and Hispanic Cultures 3-0-3
Prerequisite: SPAN 2001 or the equivalent. A continuation of SPAN 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Students will view and discuss films from various Spanish-speaking countries; they will read and discuss current issues from Internet news sources (newspapers and magazines from different countries) as well as literary selections representative of the Hispanic cultures, including the Hispanic population of the United States; they will also participate in discussions on a variety of topics with guest speakers from various Hispanic cultures.
- SPAN 2010 Intermediate Grammar 3-0-3
Prerequisite or corequisite: SPAN 2001. A study of selected lexical items and grammatical structures and concepts of the Spanish language. The course serves as an introduction to the major in Spanish and in foreign language education/Spanish.
- SPAN 3010 Conversation and Composition 3-0-3
Prerequisite: SPAN 2002 or consent of the instructor. Thematic approach to the study of speaking and writing, focusing on the development of the student's proficiency in spoken and written Spanish. Conversations will be based on communicative situations which the student would encounter in the Spanish-speaking world. Written activities will enable the student to react to typical exchanges which require written responses.
- SPAN 3150 Civilization and Culture of Spain 3-0-3
Prerequisite: SPAN 2002 or consent of the instructor. Study of the religious, philosophical, geographical, historical, sociopolitical, and economic beliefs that form the identity of Spain. Emphasis will be placed on the development of the modern nation, the significance of the Golden Age in Spain's history, and the major events of the twentieth-century. The works of representative artists, composers, and writers from the various historical periods will be studied.
- SPAN 3160 Civilization and Culture of Latin America 3-0-3
Prerequisite: SPAN 2002 or consent of the instructor. Study of the religious, philosophical, geographical, historical, sociopolitical, and economic beliefs that form the identity of Latin America. Emphasis will be placed on pre-Columbian societies, Discovery and Conquest, Revolutions and Dictatorships, and Contemporary Latin America.
- SPAN 3200 Introduction to Hispanic Literature 3-0-3
Prerequisite: SPAN 2002 or consent of the instructor. Introduction to major representative literary works and some non-canonical texts of Spain and Latin America. The acquisition of critical and organizational skills in reading and their application to Hispanic texts will be emphasized.

- SPAN 3250 Survey of Peninsular Literature 3-0-3
Prerequisite: SPAN 3200 or consent of the instructor. Study of representative literary texts from the Middle Ages to the present within their historical context. The development of poetry, drama, and narrative prose will be emphasized.
- SPAN 3260 Survey of Latin American Literature I 3-0-3
Prerequisite: SPAN 3200 or consent of the instructor. Survey of selected essays, poems, short stories, and other literary works from the pre-Columbian Latin American societies, the Colonial Period, the Independence Period, and the Latin American Romantic period.
- SPAN 3270 Survey of Latin American Literature II 3-0-3
Prerequisite: SPAN 3200 or consent of the instructor. Survey of selected essays, poems, short stories, and other literary works from Modernismo to the end of the twentieth century.
- SPAN 4010 Advanced Grammar 3-0-3
Prerequisite: SPAN 3010 or consent of the instructor. Advanced study of the structure of the Spanish language, with emphasis on practical composition and refinement of written expression.
- SPAN 4020 Advanced Conversation 3-0-3
Prerequisite: SPAN 3010 or consent of the instructor. Intensive approach to spoken Spanish based on contemporary themes.
- SPAN 4110 Spanish Phonetics and Phonology 3-0-3
Prerequisite: SPAN 3010 and LING 4000, or consent of the instructor. Introduction to the phonetics and phonemics of the Spanish sound system, including but not limited to phonological analysis and transcription. Emphasis is placed on the study of those sounds found in the dialects of what has been traditionally labelled American Spanish (Mexico, Central America, and the South American highlands); however, important dialectal variations, such as those found in Caribbean and peninsular Spanish, will also be presented.
- SPAN 4210 Survey of Contemporary Hispanic Theater 3-0-3
Prerequisite: SPAN 3200 or consent of the instructor. Critical consideration of the major canonical and non-canonical dramatic works in Spain and Latin America from the 1930's to the present. Readings include, from among others, the works of García Lorca, Arlt, Buero Vallejo, Usigli, Villarutia, Marqués, Gambaro, Berman, and Pedrero. Some study of the genre of theater and dramatic movements, such as Theater of the Absurd, will also be included.
- SPAN 4220 Hispanic Women Writers 3-0-3
Prerequisite: SPAN 3200 or consent of the instructor. Exploration of the way in which Hispanic women writers have created voices and identities through a variety of textual strategies. A study of the development of feminist discourse through these works will also be covered. Readings may include works from Sor Juana Inés de la Cruz, Isabel Allende, Julia de Burgos, Luisa Valenzuela, Angeles Maestretta, Rosario Castellanos, Mercé Rodoreda, Ester Tusquets, Santa Teresa de Avila, Ana María Matute, Carmen Martín Gaité, and Rosa Montero.
- SPAN 4230 Medieval Spanish Literature 3-0-3
Prerequisite: SPAN 3150 or SPAN 3250 or consent of the instructor. A study of medieval Spanish literature. The course will consider various literary genres such as the lyric, the epic, the romance, as well as prose within an historical and cultural time frame.
- SPAN 4240 Golden Age Spanish Literature 3-0-3
Prerequisite: SPAN 3150 or SPAN 3250 or consent of the instructor. Study of selected texts, literary movements, and the cultural background of Spanish literature of the Golden Age (Renaissance and Baroque), including selections of poetry, prose, and drama.

- SPAN 4250 Twentieth Century Spanish Literature 3-0-3
Prerequisite: SPAN 3150 or consent of the instructor. Study of the genres, movements and writers most representative of the literature of Spain during the twentieth century. The course begins with the writers of the Generation of '98, continues with selected works in fiction, drama, and poetry of the years prior to and immediately following the Civil War, and concludes with examples of the literature of Spain in the last decades of the twentieth-century.
- SPAN 4260 Latin American Prose: Twentieth-Century Novel 3-0-3
Prerequisite: SPAN 3160 or consent of the instructor. Study of selected Latin American novels which reflect the major trends in the development of the genre during the twentieth century.
- SPAN 4270 Latin American Prose: Twentieth-Century Short Story 3-0-3
Prerequisite: SPAN 3160 or consent of the instructor. Study of selected Latin American short stories which reflect the major trends in the development of the genre during the twentieth century.
- SPAN 4300 Hispanic Caribbean Literature 3-0-3
Prerequisite: SPAN 3160 or consent of the instructor. Study of the identity of the Hispanic Caribbean, drawing from literary texts of Puerto Rico, the Dominican Republic, and Cuba, in order to develop a greater understanding of the history, economics, sociology, culture, and literature of the region.
- SPAN 4400 Chicano and U.S. Latino Writers 3-0-3
Prerequisite: SPAN 3160 or consent of the instructor. Study of selected works written by Chicano and U.S. Latino authors that are representative of the bicultural/bilingual culture for which they speak. Emphasis is placed on literary and cultural studies with some study and application of literary criticism.
- SPAN 4900 Special Topics 3-0-3
Prerequisite: SPAN 3010 or consent of the instructor. Special topics in Spanish language or Hispanic literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.
- SPAN 4950 Directed Study 1-0-1 to 3-0-3
Prerequisite: SPAN 3010 and SPAN 3200 or consent of the instructor. Study in an area or topic of Spanish language or Hispanic literature, civilization, or culture not normally found in established courses offered by the department. Students may also study more extensively an area or topic covered by the departmental curriculum. May be repeated up to a maximum of 3 hours if topics are different.
- SPAN 4970 Study Abroad Practicum 1-0-1
Prerequisite: SPAN 2002 or consent of the instructor. Orientation to the study abroad experience. Pre-departure sessions will focus on preparing the student to achieve the maximum learning potential from his/her stay in the selected site. Assigned readings and videos and regular discussion with the supervising instructor will familiarize the student with significant cultural practices that may differ from those of U.S. society and with geographical and historical features of the region as well as prepare him/her to function in the daily life of the community. A series of activities will be designed for the student to complete during the study abroad stay, and upon his/her return, the student will make at least three presentations

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.

related to the study abroad experience to university Spanish classes, elementary, middle or high school classes, or community organizations. The course is a requirement for all Spanish majors and minors who participate in a study abroad program. Credit for the course is in addition to other credit earned through the study abroad program.

- SPAN 4980 Community Practicum 1-0-1
Graded "Satisfactory" or "Unsatisfactory." Supervised volunteer interpreting or translating activities in community schools, service or law enforcement agencies, or business firms. Students will learn basic interpreting and translating skills before beginning their Practicum activities and will develop specialized vocabulary appropriate to their areas of work. Weekly reports and conferences with the supervising instructor are required. Course will be repeated for credit. Field visits comprise 70% of final grade.
- SPAN 4990 Senior Seminar 1-0-1
Prerequisite: Senior Standing. Capstone course, focused on selected special topics, designed to help students synthesize their knowledge and reinforce the skills they have acquired as Spanish majors. Required of all Spanish majors.

SPEC: SPECIAL EDUCATION

- SPEC 2000 Serving Students with Diverse Needs 3-0-3
Introduction to major issues in the field of special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school and community environments that support these individuals in achieving their potential. Public school observation/participation in programs for students with disabilities is required.
- SPEC 2110 American Sign Language I 3-0-3
The first in a series of courses based on American Sign Language concepts and principles. This course presents introductory components of ASL, including signs, fingerspelling, mime, body language, and facial expression. Information about the history of sign language and its existence in society today is also included. Skill focus is on recognition and recall of American Sign Language.
- SPEC 2120 American Sign Language II 3-0-3
Prerequisite: COMD 2110. The second in a series of courses based on American Sign Language concepts and principles. This course presents additional components of ASL, including signs, fingerspelling, mime, body language, and facial expression. Skill focus is on recognition and recall of American Sign Language with emphasis on increasing speed and fluency.
- SPEC 2999 Entry to the Education Profession 0 hours credit
Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.
- SPEC 3020 Applied Behavior Analysis for Teachers 3-0-3
Prerequisites: SPEC 2999, admission to Teacher Education, and SPEC 2000. A study of the general principles of applied behavior analysis including the foundations for understanding behavior, increasing appropriate behavior, and managing challenging behaviors across a variety of learning environments with individuals who have disabilities.

- SPEC 3030 Collaboration in Schools/Families/Communities 2-0-2
Prerequisites: SPEC 2000. Consultation, collaboration, and communication with other professionals providing services to individuals with disabilities. Strategies that facilitate the development of interactive teams, such as effective communication skills, problem solving strategies, co-teaching, and role definition and release will be explored as they relate to providing quality educational services for individuals with disabilities.
- SPEC 3040 Legal and Ethical Issues for Special Educators 3-0-3
Prerequisites: SPEC 2999, admission to Teacher Education, and SPEC 2000. A study of the legal and ethical aspects of special education and services for individuals with disabilities. Topics will include an overview of the U.S. legal system; discrimination, constitutional, statutory, regulatory issues; and case law related to special education.
- SPEC 3050 Educational Evaluation of Students with Diverse Needs 3-0-3
Prerequisites: SPEC 2999, fSPEC 2000, SPEC 3020, SPEC 3030, SPEC 3040. A study of the process of gathering information regarding individuals' strengths and needs for educational decision making purposes. Emphasis is placed on assessment strategies necessary for determining and monitoring curricular implementation.
- SPEC 3060 Preparing Families and Students for Transitioning 3-0-3
Prerequisites: SPEC 2000, SPEC 3020, SPEC 3030. An introductory study of the concept of transition as a life long process with emphasis on how schools can best prepare youth with disabilities for the transition from school to adult life. Content topics include: research and legislation related to transition, theoretical perspectives and conceptual models, quality of life, family issues, person-centered planning, self-determination, and major approaches for providing services and supports.
- SPEC 3070 Principles of Effective Instruction 3-0-3
Prerequisite: SPEC 2999, SPEC 2000, and SPEC 3020. Study of the general behavioral principles of effective instruction based on models of Direct Instruction and the effective schools literature.
- SPEC 3110 Orientation to Deafness 3-0-3
An overview of the field of deafness. Topics include psychosocial aspects of deafness, educational settings, modes of communication, technology, vocational opportunities, moral development, and needs of the multi-handicapped deaf and hard-of-hearing population.
- SPEC 3120 Psychosocial Aspects of Deafness 3-0-3
An introduction to the study of deafness and how it impacts on both the psychological and social development of the individual. The focus of this class is toward a general understanding of deafness as a psychosocial variable that is influential in shaping the life experiences and functioning of individuals who are deaf and/or hard of hearing. Further study of the significance of deafness by examining interactions between and among those who are and those who are not deaf.
- SPEC 3130 Overview of Language Learning in Deaf Children 3-0-3
An overview of language development in deaf children from infancy through young adulthood. The course includes an examination of the various theories of language development and assessment instruments used to evaluate this population. Emphasis is placed on interpreter flexibility in using the different modes of communication as they relate to the various stages of language development.
- SPEC 3140 Linguistics of American Sign Language 3-0-3
Prerequisite: COMD 3130 or permission of the instructor. An overview of structural linguistics, sociolinguistics, and pragmatics of American Sign Languages (ASL). Linguistic theories will be applied to both spoken English and ASL, with other examples being drawn from various languages. Special attention will be paid to phonological (including the application of phonological rules), morphological, lexical, syntactical, and discourse structures of ASL, as well as language variation and language change.

- SPEC 3160 Curriculum Planning for Students with Disabilities 3-0-3
Prerequisite: SPEC 2999. A study of the philosophic and practical basis of curriculum design for individuals who require intermittent, limited, extensive or pervasive supports throughout the life cycle. The curricular approach focuses on identifying and determining the skills necessary for individuals with disabilities to function successfully in a variety of environments. Curricular planning that incorporates student access to the general education curriculum is embedded in this course.
- SPEC 3170 American Sign Language III 3-2-4
Prerequisite: COMD 2120. The third in a series of courses based on American Sign Language concepts and principles. This course is designed to increase recognition and recall skills in dialogue communication. American Sign Language idioms are also included as well as a deeper understanding of the grammar, syntax, and complexities within the language.
- SPEC 3180 American Sign Language IV 3-2-4
Prerequisite: COMD 3130. The fourth in a series of courses based on American Sign Language concepts and principles. This class is an advanced course in American Sign Language for students who have completed previous coursework in ASL. Emphasis is placed on the production of non-voiced, conversational, spontaneous, signed sentences. Continued attention is given to the development of recognition as well as recall skills. Sociolinguistics with specific reference to syntax and the role of non-manual markers and idioms are explored as well as the interplay between language and culture within the deaf community.
- SPEC 3190 Audiological Considerations for Teachers 4-0-4
Prerequisite: SPEC 2999. An introduction to the types and causes of hearing loss, interpretation of audiograms, and methods and procedures of determining hearing loss as each relates to learning and behavioral characteristics of children and youth with hearing loss.
- SPEC 4000 Individualized/Independent Study 1-0-1 to 3-0-3
Study directed by faculty designed to meet identified, individual needs of students.
- SPEC 4010 Individuals with Mental Retardation 3-0-3
A study of the historical and legal treatment, identification, classification, and unique characteristics of individuals with mental retardation.
- SPEC 4020 Nature and Characteristics of Children and Youth with Mild Disabilities 3-0-3
Prerequisite: SPEC 2000 and satisfactory completion of the Junior College Core Curriculum. A study of the historical and legal treatment, identification, classification and unique characteristics of individuals who require intermittent and limited supports throughout the life cycle.
- SPEC 4030 Curricular Planning for Individuals with Severe Disabilities 3-0-3
Prerequisite: SPEC 2000 and satisfactory completion of the Junior College Core Curriculum. A study of the philosophic and practical basis of curriculum design for individuals who require extensive and/or pervasive supports throughout the life cycle. This curricular approach results in a meaningful and functional curriculum and supportive learning environments.
- SPEC 4040 Technological Support for Individuals with Disabilities 3-0-3
Prerequisite: ACED 2400. Uses of the computer hardware and software as they relate to the individualized education program and needs of individuals who require intermittent and/or limited supports.
- SPEC 4050 Manual Communication 3-0-3
An introduction to manual communication. Emphasis is placed on skill development in the use of American Sign Language. Open as an elective to all undergraduate majors.

- SPEC 4051 Systematic Instruction I 3-0-3
Prerequisites: SPEC 2000 and satisfactory completion of the Junior College Core Curriculum. A study of procedures necessary to carefully plan and sequence instruction for individuals with mental retardation who require limited, extensive, or pervasive supports throughout the life cycle. Focus is placed on selecting and planning for use of effective intervention strategies and planning the use of appropriate materials.
- SPEC 4052 Systematic Instruction II 3-0-3
Prerequisite: SPEC 2000 and SPEC 4051. A continuation of SPEC 4051 with an emphasis on delivering and evaluating planned instruction for individuals with mental retardation who require limited, extensive, or pervasive supports throughout the life cycle.
- SPEC 4060 Application of Applied Behavior Analysis Principles to Ecological Management 2-2-3
Prerequisite: SPEC 2000 and satisfactory completion of Junior SPEC or COMD curriculum. An in depth study of the application of applied behavior analysis with an emphasis on application across a variety of learning environments with individuals who have disabilities.
- SPEC 4070 Systematic Instruction Teaching Lab I 0-4-2
Prerequisites: SPEC 2000. Co-requisite: SPEC 4051. University supervised placement of students in programs for individuals requiring limited, extensive, or pervasive supports throughout the life cycle. Students will apply content acquired in SPEC 4150, and will plan instruction for these individuals.
- SPEC 4080 Teaching Academic and Social Skills to Students with Disabilities 3-0-3
A study of research-based instructional strategies for enhancing the ability of students with mild disabilities to acquire, retain, and demonstrate competence across academic and social content areas as addressed in the general school curriculum in Georgia.
- SPEC 4081 Instructional Practicum 0-2-1
Corequisite: SPEC 4080. Application of direct instructional strategies in a university supervised placement to students with mild disabilities (learning, behavior, and/or intellectual disabilities).
- SPEC 4090 Teaching Social/Community Living Skills 2-0-2
Prerequisites: SPEC 2000. Co-requisite: SPEC 4010. A study of effective methodologies that result in positive increases in social behaviors and community living of students with disabilities. Focus is on defining, assessing, effective teaching, and generalization of social and community living skills.
- SPEC 4100 Teaching Augmentative/Alternative Communication 2-0-2
Prerequisites: SPEC 2000, 4010, and 4050 The study of functional and efficient augmentative alternative communication systems for individuals with disabilities. The assessment and implementations of low and high technology methods in various settings with communication partners will be emphasized.
- SPEC 4110 Methods and Materials for Children and Youth with Mild Disabilities 3-0-3
Prerequisite: SPEC 2000, 4020 and 4060. Co-requisite: SPEC 4140. A study of the application of research validated practices in the areas of educational placement, instructional and transitional planning, data management and materials utilization for students of school age who require intermittent and limited supports beyond those provided by regular education.
- SPEC 4130 Physical Management Procedures for Individuals with Severe Disabilities 2-0-2
Prerequisite: SPEC 2000 and 4010. A study of physical management procedures necessary for individuals with significant physical disabilities. Emphasis is placed on techniques of handling, positioning, and feeding of these persons.

- SPEC 4140 Clinical Teaching 0-2-1
Prerequisite: SPEC 2000. Co-requisite: SPEC 4110. A university supervised experience for the application of the content of SPEC 4110 with students of school age. The university student will be placed by the department for a minimum of four hours per week in a school setting where individuals with mild disabilities are receiving services.
- SPEC 4160 Curricular Planning for Transitional Effect 2-0-2
Prerequisite: SPEC 2000 and SPEC 4020. A study of the philosophic and practical basis of curriculum design for individuals who require intermittent and/or limited supports throughout the life cycle. The curricular approach focuses on identifying and determining the skills necessary for individuals with mild disabilities to transition into environments that are typical for individuals without disabilities.
- SPEC 4170 Systematic Instruction Teaching Lab II (Teaching Individuals with Severe Disabilities) 0-4-2
Prerequisites: SPEC 2000. Co-requisite: SPEC 4052. University supervised placement of students in programs for individuals requiring limited, intermittent, extensive, or pervasive supports throughout the life cycle. Students will apply content acquired in SPEC 4052 and will plan or deliver and evaluate instruction for these individuals.
- SPEC 4180 Language Disabilities and Learning 2-2-3
Prerequisite: SPEC 2000 and SPEC 4020. The study of the oral and written language, the relationship to learning, and the impact of language learning disabilities for school age children.

THEA: THEATRE

- THEA 1000 Voice and Diction 3-0-3
Application of the International Phonetic Alphabet's vowel and consonant symbolization for production of Standard American Speech with emphasis on resonance, breath control, vocal relaxation, and posture using a variety of contemporary approaches to vocal training.
- THEA 1100 Theatre Appreciation 3-0-3
Survey and appreciation of theatre as a performing art; introduction to and improvement of critical and aesthetic evaluation of theatrical performances, including the contributions of the playwright, the actor, the director, the designer, and the audience member.
- THEA 1710 Improvisation 0-2-1
Application of the principles of improvisation both as an actor-training approach and as a rehearsal technique.
- THEA 2110 Stage Dialects 3-0-3
An exploration of dialects frequently used in performance, based on an understanding and usage of the International Phonetic Alphabet.
- THEA 2730 Theatrical and Film Makeup 1-2-2
An introduction to design principles and color theory, with practical experience in makeup mixing, design, and application.
- THEA 2750 Basic Technical Theatre and Stage Lighting 3-0-3
An introduction to stagecraft and stage lighting, including the tools, materials, equipment, and techniques used for the construction of scenery, properties, and basic lighting for the stage.
- THEA 2800 Fundamentals of Acting 3-0-3
An introduction to the principles of acting, including proper preparation for acting, physical and vocal control and flexibility, and the analysis and creation of character.

THEA 2810 Basic Stage Movement	1-2-2
The principles of physicalizing characters through movement, by developing a kinesthetic awareness and an understanding of gesture, bodily expression, and basic unarmed combat.	
THEA 2830 Armed Stage Combat	0-2-1
An introduction to the use of weapons on the stage, including swords, knives, and guns, as well as their application in stage violence and fight choreography.	
THEA 2840 Stage Management	2-0-2
An introduction to the principles and practices of stage management; an investigation into the role of the stage manager in theatre production.	
THEA 3020 Theatre Voice	0-1-1
Private instruction in musical theatre vocal techniques. May be repeated for credit.	
THEA 3090 VSU Interpreters	0-2-1
Performance-based activities in Oral Interpretation emphasizing group performance; choral and solo readings. Membership open to all VSU undergraduate students. May be repeated for credit.	
THEA 3100 Directed Study	3 to 9 hours credit
Individual instruction for enrichment of advanced majors in their areas of specialization.	
THEA 3500 African American Theatre	3-0-3
A survey of African American theatre from the diaspora to the present.	
THEA 3700 Play Analysis for Production	3-0-3
An overview of the major genres of dramatic literature with an emphasis on the impact of critical evaluation on the work of the director, the actor, and the designer.	
THEA 3710 Theatre Performance	1 hour credit
Application of performance techniques in approved VSU theatrical productions. Selection by audition or approval of the instructor. May be repeated for credit.	
THEA 3720 Theatre Production	1 hour credit
Directed experience in technical theatre. Students will participate in the building of scenery or costumes for theatre productions. Course may be repeated for credit.	
THEA 3730 Theatre Management Practicum	0-2-1
Prerequisite: Permission of instructor. Directed experiences in theatre management. Students will participate in box office operations and generate publicity documents and playbills. The course may be repeated for credit.	
THEA 3740 Theatre Management	3-0-3
An investigation of current approaches to theatrical production including budget preparation, financial management, audience engineering, and promotional techniques used in American commercial, nonprofit professional, educational, and community theatres.	
THEA 3750 Costume History	3-0-3
A survey of costume from ancient Greek to modern times, with emphasis on historically significant theatrical periods.	
THEA 3760 Lighting Design	3-0-3
A study of lighting design for its use in theatrical productions, including the use of color, composition, and instrumentation. Emphasis is placed on design being an element in the overall design concept for a production.	
THEA 3770 Costume Design	3-0-3
Prerequisite: THEA 3750. An introduction to the principles and elements of design and their relation to stage costume. The student will learn how to communicate design choices both visually and verbally.	
THEA 3780 Scene Design	3-0-3
Prerequisite: THEA 2750. An understanding of the role of the scenic designer through an exploration of design principles, art media, and skills necessary for communicating ideas and solutions with theatre artisans.	

- THEA 3800 Scene Study 3-0-3
Prerequisite: THEA 2800 or approval of department head. The advanced study of scene analysis, rehearsal techniques and audition preparation using material primarily from the Modern Theatre repertory with application of the study in performance situations.
- THEA 3880 Theatre History I 3-0-3
Prerequisite: Completion of Area F or approval of department head. The study of the development of theatre from its origins up to the 18th century with emphasis on dramatic theory, playwriting styles, theatrical production styles, physical theatres, and the impact of theatre on society.
- THEA 3890 Theatre History II 3-0-3
Prerequisite: Completion of Area F or approval of department head. The study of the development of theatre from the 18th century to the present with emphasis on dramatic theory, play writing styles, theatrical production styles, physical theatre, and the impact of theatre on society.
- THEA 3950 Fundamentals of Play Directing 3-0-3
The study of the role of the director in theatrical production, including practical application of theories in classroom exercises.
- THEA 4010 Advanced Oral Interpretation 3-0-3
Application of oral interpretation skills in choral reading and Reader's Theatre. Emphasis is placed on the vocalization of the script rather than traditional theatrical staging. Open as an elective to all VSU undergraduate students.
- THEA 4030 Special Topics in Theatre 1 to 3 hours credit
The study of specific topics in theatre not covered in existing courses. May be repeated for credit if different topics are studied.
- THEA 4270 Play Writing 3-0-3
An overview of the principles of writing for theatrical production with primary emphasis on the development of the structure for both one act and full length play scripts.
- THEA 4730 Advanced Makeup Techniques 1-2-2
Prerequisite: THEA 2730 or permission of instructor. Exploration of advanced theatrical makeup materials and techniques for developing character makeup and for masks.
- THEA 4760 Principles of Technical Theatre 3-0-3
Prerequisite: THEA 2750. Advanced study of the principles and techniques of technical theatre needed to engineer and complete the requirements for a theatrical productions, including rigging, welding, advanced construction technology, as well as special problems which arise in the execution of a set design.
- THEA 4770 Scene Painting 3-0-3
An introduction to basic scene painting techniques, paint media, and materials.
- THEA 4790 Portfolio and Résumé Presentation 1-2-2
Prerequisite: Senior Standing with a major in Theatre. Assembly and presentation of a portfolio and résumé for professional use. The course is designed to assist the graduating student in preparation of materials needed for job placement or graduate school admission.
- THEA 4800 Period Styles of Acting 3-0-3
Prerequisite: THEA 2800. The study of pre-modern acting styles and application of the styles in a series of class scene performances.
- THEA 4810 Musical Theatre Technique 3-0-3
Prerequisite: THEA 2800 or approval of department head. The advanced study of scene analysis, rehearsal techniques and audition preparation using materials from the Musical Theatre repertory with application of the study in performance situations.
- THEA 4900 Children's Theatre and Creative Dramatics 3-0-3
A survey of the development of theatre for young people, recreational drama, and creative dramatics with emphasis on critical and dramatic literature, and applied techniques in working with child performers and audiences.

- THEA 4960 Internship in Musical Theatre 3 hours credit
Prerequisite: Acceptance by audition. The placement of students in apprentice and intern positions in professional musical theatres.
- THEA 4970 Internship in Theatre 3 to 9 hours credit
Prerequisite: Senior Standing. The placement of students in apprentice and intern positions in professional environments.
- THEA 4980 Theatre Tour 3 hours credit
The placement of students in touring positions conducted in a professionally oriented environment and involving the preparation and presentation of productions for regional and/or local audiences. This placement is to enlarge the student's professionalism. Admission to the tour is by audition only.

VSU (FRESHMAN ORIENTATION)

- VSU 1101 Freshman Seminar I 2-0-2
Open only to first-year and first-semester transfer students. Introduction to lifelong learning with emphasis on college study skill strategies. Topics include learning styles, time management, learning and memory skills, learning from texts and lectures, note-taking, objective and essay examinations, and critical thinking skills.
- VSU 1102 Freshman Seminar II 2-0-2
Prerequisite: VSU 1101. Open only to students in their first 45 hours in residence at VSU. Continuation of Freshman Seminar I with emphasis on empowering students to make responsible choices in college and in life. Includes practical and self-reflective exercises in promoting growth and change. Related topics include computer information technology, personal and leadership development, service learning, diversity, and career development.

WOMEN'S STUDIES

- WMST 2010 Women in the Humanities 3-0-3
Interdisciplinary approach to Women in the Humanities, it will explore representations of women and aesthetic works by women. Diversity is a central concern of this course. An understanding of how racism, classism, and ethnocentrism affect people will be incorporated into each component of the course.
- WMST 2020 Race, Class, and Gender 3-0-3
Also offered as African American Studies 2020. An exploration of social class, gender, and racial/ethnic relations as distinct, but linked dimensions of social inequality. Includes an examination of the historic underpinnings of discrimination by race, class, and gender and the present status of these issues.
- WMST 3000 Introduction to Women's Studies 3-0-3
An exploration of the diversity of women's lives through essays, readings, and the study of scholarly theories and research. The course will examine a wide range of social issues which affect the status of women in an historical context and in contemporary society.
- WMST 3010 Women in Ancient Greece and Rome 3-0-3
Also offered as HIST 3010. Issues of particular relevance to women in Greek and Roman society and their modern parallels. Topics include social, political and legal rights; the family, marriage, and children; health issues; women and work.

- WMST 3020 The Status of Women: Historical Perspectives 3-0-3
 Also offered as HIST 3020. Women in the Western historical tradition with emphasis upon historiographical methods for working women's lives. Primary source materials reveal the evolution of women's views of themselves, first as expressed by men, then by women as they begin to speak of themselves.
- WMST 3030 Women's Health and Nutritional Issues 2-2-3
 Also offered as NURS 3030 and NUTR 3030. An introduction to the holistic health care and nutritional needs of women throughout their lifespan. Health care and nutrition issues are discussed from historical and contemporary perspectives. The course explores self-care practices of culturally diverse women, including health maintenance, illness prevention, and complementary healing.
- WMST 3330 Studies in Women and Literature 3-0-3
 Also offered as ENGL 3330. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140. An examination of selected topics in literature by or about women.
- WMST 3600 Women and Religion 3-0-3
 Also offered as REL 3600. An introduction to historical, theological, spiritual and liturgical dimensions of women's experience within religious traditions. Research opportunities increase students' awareness of the implications of gender as an interpretive category.
- WMST 4220 Hispanic Women Writers 3-0-3
 Also offered as SPAN 4220. Exploration of the way in which Hispanic women writers have created voices and identities through a variety of textual strategies. A study of the development of feminist discourse through these works will also be covered. Readings may include works from Sor Juana Inés de la Cruz, Isabel Allende, Julia de Burgos, Luisa Valenzuela, Angeles Maestretta, Rosario Castellanos, Mercé Rodoreda, Ester Tusquets, Santa Teresa de Avila, Ana María Matute, Carmen Martín Gaité, and Rosa Montero.
- WMST 4261 Women in the U.S. to 1869 3-0-3
 Also offered as HIST 4261. A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, more specifically, the ways women shaped and were influenced by various events and movements in U.S. history from the Colonial period to 1869
- WMST 4262 Women in the U.S., 1869 to the Present 3-0-3
 Also offered as HIST 4262. A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, more specifically, the ways women shaped and were influenced by various events and movements in U.S. history from 1869 to present.
- WMST 4270 History of Women in the U.S. South 3-0-3
 Also offered as HIST 4270. A study of the U.S. South from women's perspectives. An examination of the contributions of women to southern social, cultural, and political developments, and of the ways gender, class, and race influence women's regional identity.
- WMST 4280 History of U.S. Women Activists and Social Reformers 3-0-3
 Also offered as HIST 4280. An examination of women activists and reformers at different periods in U.S. history; of the issues that have motivated women to activism and reform efforts; and of the ways women have contributed to, influenced, and been influenced by various social movements in U.S. history.
- WMST 4400 Women's Studies Seminar 3-0-3
 Prerequisite: WMST 3000 and at least two WMST 3000-level course electives. Capstone to the Women's Studies Minor. It serves to integrate the student's knowledge acquired from various disciplinary perspectives. Through discussion, papers, and oral presentations, students will explore the way in which Women's studies may apply to their own disciplines.

WMST 4500 Directed Study 3-0-3
Prerequisite: WMST 3000 and permission of the Director. An interdisciplinary study designed in consultation with one or more instructors and/or departments participating in Women's Studies.

Additional Courses: Learning Support

ENGL 0099 Developmental English 4-0-4
A composition course focusing on skills required for effective composition of timed essays and designed primarily for students who fail the essay portion of the Regents' Testing Program.

MATH 0097 Developmental Math 4-0-4
Basic algebra skills for students with insufficient preparation.

MATH 0099 Developmental Math 4-0-4
Prerequisite: MATH 0097. A continuation of developmental algebra skills for students who successfully completed MATH 0097.

READ 0099 Developmental Reading 4-0-4
Basic reading skills for students who have not demonstrated a level of reading ability sufficient for college work.

RGTE 0197 Regents' Test: Essay 0-0-0

RGTE 0199 Regents' Test Preparation - Essay 2-0-2
A composition course focusing on skills required for effective composition of timed essays and designed primarily for students who fail the essay portion of the Regents' Test.

RGTR 0196 Regents' Test: Reading 0-0-0

RGTR 0198 Regents' Test Preparation - Reading 2-2-3
Reading comprehension and vocabulary designed primarily for students who have not completed the Regents' Test requirement by the prescribed time.



**PUBLIC SERVICES AND
CONTINUING EDUCATION**
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.

INSTITUTIONS OF THE UNIVERSITY SYSTEM OF GEORGIA

h—On-Campus Student Housing Facilities

Degrees Awarded; A—Associate; B—Bachelor's; J—Juris Doctor;

M—Master's; S—Specialist in Education; D—Doctorate

UNIVERSITIES

University of Georgia	h, B, J, M, S, D	Athens 30602
Georgia State University	A, B, M, S, D	Atlanta 30303
Georgia Institute of Technology	h, B, M, D	Atlanta 30332
Medical College of Georgia	h, A, B, M, D	Augusta 30912

REGIONAL UNIVERSITIES

Georgia Southern University	h, A, B, M, S, D	Statesboro 30460
Valdosta State University	h, A, B, M, S, D	Valdosta 31698

FOUR-YEAR INSTITUTIONS

Albany State University	h, B, M, S	Albany 31705
Armstrong Atlantic State University	h, A, B, M	Savannah 31406
Augusta State University	A, B, M, S	Augusta 30910
Clayton College & State University	h, A, B	Morrow 30260
Columbus State University	A, B, M	Columbus 31993
Dalton State College	A, B	Dalton 30720
Fort Valley State University	h, A, B, M	Fort Valley 31030
Georgia College & State University	h, A, B, M, S	Milledgeville 31061
Georgia Southwestern State University	h, A, B, M	Americus 31709
Kennesaw State University	A, B, M	Marietta 30061
Macon State College	A, B	Macon 31297
North Georgia College & State University	h, A, B, M	Dahlonega 30597
Savannah State University	h, A, B, M, S	Savannah 31404
Southern Polytechnic State University	h, A, B	Marietta 30060
State University of West Georgia	h, A, B, M, S	Carrollton 30118

TWO-YEAR COLLEGES

Abraham Baldwin College	h, A	Tifton 31793
Atlanta Metropolitan College	A	Atlanta 30310
Bainbridge College	A	Bainbridge 31717
Coastal Georgia Community College	A	Brunswick 31523
Darton College	A	Albany 31707
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
South Georgia College	h, A	Douglas 31533
Waycross College	A	Waycross 31501

UNIVERSITY SYSTEM OF GEORGIA
270 Washington Street, S.W., Atlanta, GA 30334
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Dr. Kris Biesinger, Assistant Vice Chancellor-Advanced Learning Technologies
Dr. Richard C. Sutton, Senior Advisor for Academic Affairs; Director-International Programs

Mr. William Bowes, Vice Chancellor-Office of Fiscal Affairs
Ms. Usha Ramachandran, Budget Director
Mr. Gerald Vaughan, Assistant Budget Director
Ms. Debra Wike Lasher, Executive Director -Business & Financial Affairs
Mr. Robert Elmore, Assistant Director-Business Services
Mr. Michael Cole, Assistant Director-Financial Services & Systems

Mr. Thomas E. Daniel, Senior Vice Chancellor-Office of External Activities & Facilities
Dr. Lamar Veatch, Assistant Vice Chancellor, Georgia Public Library Service
Ms. Joy Hymel, Executive Director, Office of Economic Development
Ms. Terry Durden, Director of ICAPP Operations
Ms. Arlethia Perry Johnson, Associate Vice Chancellor-Media and Publications
Mr. John Millsaps, Director of Communications/Marketing
Ms. Diane Payne, Director of Publications
Ms. Linda Daniels, Assistant Vice Chancellor-Facilities
Mr. Hal Gibson, Assistant Vice Chancellor-Design and Construction
Mr. Peter J. Hickey, Assistant Vice Chancellor-Real Properties
Mr. Alan Travis, Director of Planning
Mr. Mark Demyanek, Director of Environmental Safety

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

Charles L. Hudson, B.A., M. S. Registrar
 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

ADVANCEMENT AND DEVELOPMENT

Scott H. Sikes, B. A., M. B. A. Vice President for University Advancement
 and Chief Executive Officer, VSU Foundation
 Charles E. Harmon, B. A. Director of University Relations
 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

INFORMATION TECHNOLOGY

Joseph A. Newton, B. A. Interim Chief Information Officer
 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

ADMISSIONS

Walter H. Peacock, B. S., M. B. A. Director of Admission
and Enrollment Management
Arlene Gaumond, B. A. Associate Director of Admissions
Lisa Long, B. G. S. Associate Director of Admissions
Ryan Hogan, B. B. A. Admissions Counselor
Sue EllenWarren, B. B. A. Admissions Counselor

GRADUATE ADMISSIONS

Brian U. Adler, B. A., M. A., Ph. D. Acting Dean, Graduate School
Teresa Williams, B. B. A., M. P. A., M. A. Administrative Coordinator
Carolyn Howard Admissions Specialist
Jennifer Norwood, B. S. Admissions Specialist

PUBLIC SERVICES

Bill Muntz, B. S., M. P. A. Interim Director of Public Services
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

STUDENT AFFAIRS

Kurt J. Keppler, B. S., M. S., Ph. D. Vice President for Student Affairs
Russell F. Mast, B. S., M. S. Dean of Students
Richard Lee, B. F. A., M. P. A. Assistant to the Dean for Judicial Affairs
Brenda Beasley, B. F. A. Coordinator for Orientation & Leadership Programs
Mike Gibbons, B. A. Testing Officer
Rebecca Bennett, B. S. Assistant Testing Officer
Ann Stone, B. A. Assistant Director of Cooperative Education
Ryan Whitfield, B. S. Coordinator of Cooperative Education
Mike McKinley, B. B. A., M. P. A., M. S. Coordinator of Cooperative Education
Winifred Collins, B. A., M. P. A. Director of Career Services
Kevin Taylor, B. A., M. Ed. Career Development Specialist
Crystal Goode, B. S., M. S. Career Counselor
DeLois Hargett, B. A., M. P. A. Employer Relations Coordinator
Douglas R. Tanner, B. B. A., M. B. A. Director of Financial Aid
Sandra Griffin, B. S. Assistant Director of Financial Aid for Loans
Ray Andrews, B. A., M. A. Assistant Director of Financial Aid & VA Coordinator
Michael Lee, B. S. Operations Manager for Financial Aid
Wanda DeWeese, B. S. Financial Aid Counselor & Scholarship Coordinator
William Moore, B. A., M. P. A. Student Employment Coordinator
Stephanie Bullington, B. B. A. Financial Aid Counselor
Katrice Brown, B. S. Loan Counselor
Victor Morgan, B. A., M. A., Ed. D. Director of Counseling
John Grotgen, B. A., M. S., Ph. D. Assistant Director of Counseling

Shelia Wakeley, B. S. W., M. S. W.	Counselor
Leah McMillan, B.A., M.S.	Counselor
Mark Williams, B. S., M. H. R.	Coordinator of Alcohol & Other Drug Education
Joe Mattachione, B. A., M. A.	Director of Housing and Residence Life
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
Ryan Teter, B. A.	Residence Hall Director
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
Kimberly Godden, B.S., M.S.	Acting Director, Assess Office for Students with Disabilities
Christia Williams, B.S.Ed.	Coordinator of Deaf and Hard-of-Hearing Services

BUSINESSANDFINANCE

James L. Black, B. A., M. A., M. B. A., M. P. A.	Interim Vice President for Business and Finance
Traycee Martin, B. B. A., C. P. A.	Director, Financial Services
Jan Fackler, B. A., M. B. A.	Budget Manager
Michael Black, B. B. A., M. Ed. (2)	Billing Officer, Student Accounts
Margaret Powers, B. B. A, B. G. S.	Loan Collection Officer
Jennifer Gay, B. B. A.	Accounting Manager
Bob Green, B. B. A.	Bursar
Jack Edgar, B. A.	Assistant Director of Human Resources
Robert Kellner, B. S., M. Ed., M. P. A.	Director of Auxiliary Services
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
Lawrence S. Leonard, B. S.	Director, Financial Computer Systems
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 FACULTY
(verified at press time, April 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. An asterisk * indicates membership on the Graduate Faculty.

- *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.
- ALLY, Harry P. Professor of Art
B.F.A., Texas Christian University; M.F.A., North Texas State University; 1985;
1994.
- AMESBURY, Richard Assistant Professor of Philosophy
B.A., Harvard University; Diploma, Oxford University; Ph.D., Claremont
Graduate University; 2003.
- *ANDERSON, Patricia Professor of Adult and Career Education
B.B.A., University of Pennsylvania; M.Ed., Ed.D., Temple University; 1988;
1999.
- ANDREW, Diane Assistant Professor of Special Education
and Communication Disorders
B.S.Ed., M.S.T., University of Wisconsin; 1982; 1986.
- *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.
- ARONSON-FRIEDMAN, Amy Assistant Professor of Modern
and Classical Languages
B.A., George Washington University; M.A., Middlebury College; M.A., Georgia
Southern University; Ph.D., Temple University; 2002.

- *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.
- BACKES, Lora S. Assistant Professor of Special Education
and Communication Disorders
B.S., Louisiana State University; M.Ed. Southeastern Louisiana University,
1994; 1998.
- *BADURA, Catherine O. Associate Professor of History
B.A., Tift College; M.A., Auburn University; Ph.D., Michigan State University;
1997; 2001.
- BAKER, Debra F. Assistant Professor of Nursing
B.S.N., M.S.N., Valdosta State University; 1998; 2002.
- *BALLARD, Chester C. Professor of Sociology, Anthropology,
and Criminal Justice
B.S., Cumberland College; M.A., Western Kentucky University; Ph.D., Texas
A&M University; 1985; 1994.
- *BAMFO, Napoleon A. Associate Professor of Political Science
B.A., University of Cape Coast; M.P.A., University of South Alabama; Ph.D.,
University of Georgia; 1993; 2001.
- BARBAS, John T. Professor of Chemistry
B.S., Bob Jones University; Ph.D., University of Georgia; 1982; 1991.
- BARNAS, Frank Associate Professor of Communication Arts
B.J. University of Missouri; M.F.A. University of Texas; 1997; 2002.
- BARNBAUM, Cecilia S. Associate Professor of Physics,
Astronomy, and Geosciences
B.A., Immaculate Heart College; M.S., Ph.D., University of California at Los
Angeles; 1998; 2002.,
- *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.
- BARNETT, Hollis R. Professor of Art
B.A., M.A., University of Arkansas at Little Rock; M.F.A., Memphis State
University; 1985; 1995.
- *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.
- BARTHOLOMEW, Sarah B. Associate Professor of Political Science
B.A., Valdosta State College; J.D., Mercer University; LL.M. University of
Georgia; 1994; 2002.
- *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.
- BAUER, Robert E. L. Professor of Psychology and Counseling
and Head of Department
B.A., University of South Florida; Ph.D., University of Tennessee; 1988.
- *BAUN, Michael J. Professor of Political Science
B.A., M.A., University of Georgia; Ph.D., University of Virginia; 1996; 2001.
- BAXTER, James T. Professor of Chemistry
and Acting Head of Department
B.S., Valdosta State College; M.S., Ph.D., Georgia Institute of Technology;
1973; 1998.
- BEADLE, Charles F., Jr. Professor of Communication Arts
B.S., M.A., Ph.D., University of Texas at Austin; 1986; 1991.
- *BECHLER, David L. Professor of Biology
B.A., Indiana University; M.S. Northeast Louisiana University; Ph.D., Saint
Louis University; 1995.
- BEJARANO, Luis G. ... Associate Professor of Modern and Classical Languages
B.A., Universidad del Valle, Colombia; M.A. University of Georgia; Ph.D.
University of Oklahoma; 1999; 2004.
- BELL, Lynn R. Associate Professor of Nursing
B.S.N., Wagner College; M.S.N., Ph.D., University of Nebraska; 1993.
- BERGSTROM, Bradley J. Professor of Biology
B.S., M.S., University of Illinois; Ph.D., University of Kansas, 1986; 1997.
- BERNSTEIN, Alan Assistant Professor of Library Science
and Circulation Librarian
B.A., Valdosta State College; M.Ed, M.A., M.L.I.S., Valdosta State University; 2004
- BEZONA, Patricia Assistant Professor of Instructional Support
B.S., Florida State University, M.S., University of Florida; 1983; 1988.
- *BLACKMORE, Mark S. Associate Professor of Biology
B.S., Michigan State University; M.S., Auburn University; Ph.D., University of
Utah; 1996; 2000
- BLAKEMAN, David A. Associate Professor of Communication Arts
B.A., University of Kentucky; M.A., University of Central Oklahoma; 1987.
- BOATWRIGHT, John R. Instructor in Economics
B.B.A., M.B.A., Ed.D., Valdosta State University; 1994.
- BOGYO, Dennis A. Professor of Biology
B.A., Earlham College; Ph.D., University of Buffalo; 1983; 1992.
- BOWLAND, Julie Assistant Professor of Art and Gallery Director
B.F.A., Florida State University; M.F.A., Arizona State University; 2002.
- *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.
- BRADHAM, Shirley Assistant Professor of Middle Grades
and Secondary Education
B.A., Winthrop College; M.Ed., Winthrop University; Ph.D., University of
Kansas; 2002.
- BRADSHAW, Eric E. Assistant Professor of Music and
Assistant Director of Bands
B.S., M.M., University of Alabama; 2002.

- BRAGUE, Cary R. Assistant Professor of Music
and Director of Jazz Studies
B.M.E., Jacksonville State University; M.M., Eastman School of Music; 2001.
- BRAITHWAITE, Jean Assistant Professor of English
B.A., University of Arizona; M.A., Stanford University; Ph.D., University of
Missouri; 2004.
- BRASELL, Heather Assistant Professor of Middle Grades
and Secondary Education
B.S., University of Canterbury; B.A., University of Queensland; M.S., James Cook
University; Ph.D., University of Florida; 2004
- BRASHEAR, Sharon S. Instructor of Nursing
B.S., University of Southern Mississippi; M.S.N., Case Western Reserve University;
2004.
- *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.
- BRIGHT, Burton K. Instructor in Political Science
B.S., American University; M.B.A., University of Missouri-Columbia; 1993.
- *BRITTL, 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.
- BUCHANAN, William K. Associate Professor of Accounting and Finance
B.S., University of Northern Colorado; M.B.A., University of Texas Permian
Basin; Ph.D., University of North Texas; 1998; 2002.
- BURNS, Patrick C. Associate Professor of Academic Student
Instructional Support and Head of Department
B.S., M.S., Washington State University; Ed.D., Northern Arizona University;
1998.

- *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.
- CARNEVALE, Thomas A. Professor of Mathematics and Computer Science
B.S., Saint Francis College; M.S.T., Fordham University; D.A., Idaho State
University; 1999.
- CARSON, Lila J. Assistant Professor of Special Education
and Communication Disorders
B.S., M.S., Eastern New Mexico University; 1995; 2001.
- *CARTER, B. LaGary Associate Professor of Kinesiology
and Physical Education
B.S., David Lipscomb University; M.S., University of Southern Mississippi;
D.A., Middle Tennessee State University; 1997; 2001.
- *CARTER, J. Richard Professor of Biology and Curator of the Herbarium
B.S., M.S., Mississippi State University; Ph.D., Vanderbilt University; 1986;
1996.
- *CASTER, A. Bruce Professor of Accounting and Finance
B.A., Swarthmore College; M.Acc., Ph.D., University of Georgia; 1985; 2005.
- CATES, Carl M. Professor of Communication Arts
and Head of Department
B.A., M.A., Abilene Christian University; Ph.D., Florida State University; 1993;
2003.
- *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.
- CHATELAIN, Edward E. Associate Professor of Physics,
Astronomy, and Geosciences
B.S., M.S., Utah State University; Ph.D., University of Iowa; 1987; 2001.
- *CHILDS, Stephen Murray Professor of Sociology, Anthropology,
and Criminal Justice
B.A., State University of New York at Potsdam; M.A., Ph.D., State University
of New York at Albany; 1978; 1992.

- COLWELL, Kevin W. Assistant Professor of Psychology and Counseling
B.S., M.A., Ph.D., Sam Houston State University; 2004.
- CONNER, Charles L. Assistant Professor of Kinesiology
and Physical Education
B.S., Valdosta State University; M.A., Furman University; 2000; 2004.
- CONSOLINI, M. Therese. Assistant Professor of Special Education
and Communication Disorders
B.S., M.S., University of Southern Mississippi; 1985; 1988.
- COONS, Christina B. Assistant Professor of Communication Arts
B.S., James Madison University; M.A., Ohio University; 1998.
- *CORBIN, Lynn A. Professor of Music
and Assistant Head of Department
B.M.E., Otterbein College, M.A., Ph.D., Ohio State University; 1996; 2001.
- COREY, Darryl L. Assistant Professor of Mathematics
and Computer Science
B.A., M.S., Hampton University; Ph.D., Florida State University; 2003.
- *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.
- CRAWFORD, Sherrida J. Associate Professor of Library Science
and Automated Systems Coordinator
B.S., M.L.S., Emporia State University; 1987; 1995.
- *CROWLEY, John G. Associate Professor of History
B.A., M.A., M.Ed., Valdosta State College; Ph.D., Florida State University;
1994; 1999.
- CUNNINGHAM, Donna J. Assistant Professor of Management
B.A., University of Illinois; J.D., John Marshall Law School; 2002.
- *CUNNINGHAM, Teddi J. Associate Professor of Psychology
and Counseling
B.S., Ball State University; M.S., Ph.D., Purdue University; 1999.
- CURINGTON, Allison M. Instructor in Social Work & Field Coordinator
A.B., Wesleyan College; M.S.W., Valdosta State University; 2002.
- *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.
- DANIELS, Jeff Instructor in Kinesiology and Physical Education
and Men's Basketball Associate Head Coach
B.S., M.Ed., University of Montevallo; 2003.
- *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, Deborah S. Associate Professor of Library
Science and Reference Librarian
B. A., M.A.T., University of Georgia; M.L.S., University of Maryland at College
Park; 1994; 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.
- DELK, Sandra J. Assistant Professor of Nursing
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