Valdosta State University

2008-2009
Graduate Catalog

**A Regional University
of the University System of Georgia**

June 2008

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

Academic Calendar Fall 2008 through Summer 2009

FALL 2008

Mon, Aug 18	First Class Day
Mon, Sept 1	Labor Day
Thurs, Oct 9	Midterm
Mon-Tues, Oct 13-14	Fall Break
Wed- Fri, Nov 26-28	Thanksgiving Holidays
Mon, Dec 8	Last Class Day
Tues, Dec 9	Exam Prep Day
Wed- Fri, Dec 10-12	Exams
Sat, Dec 13	Graduation

SPRING 2009

Mon, Jan 12	First Class Day
Mon, Jan 19	MLK Holiday
Thur, Mar 5	Midterm
Mar 16 - 20	Spring Break
Fri, May 1	Last Official Class Day
Sat, May 2	Designated Make-up Day for M classes
Mon, May 4	Exam Prep Day
Tues- Fri, May 5-8	Exams
Sat, May 9	Graduation

SUMMER 2009 Maymester

Thur, May 14	First Class Day - Mayterm
Mon, May 26	Midterm for Maymester
Mon, May 25	Memorial Day- Holiday
Thur, Jun 4	Last Class day - Mayterm
Fri, Jun 5	Maymester exams

Summer II (full term)

Wed, Jun 10	First class day
Thur, Jul 2	Midterm
Fri, Jul 3 (No Class)	July 4 Holiday
Mon, Jul 6	No Classes
Wed, Jul 29	Last Class Day
Jul 30-31	Exams
Sat, Aug 1	Graduation

Summer III

Wed, Jun 10	First class day
Fri, June 19	Midterm
Wed, Jul 1	Last class day
Thurs, Jul 2	Exams

Summer IV

Tues, Jul 7	First class day
Thur, Jul 16	Midterm
Tues, Jul 28	Last class day
Wed, Jul 29	Exams
Sat, Aug 1	Graduation

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

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

VSU prides itself on offering nationally accredited programs in Art, Business, Music, Nursing, Sports Medicine/Athletic Training, Communication Disorders, School Psychology, Theatre, Public Administration, Social Work, and Teacher Education, which have a magnet effect beyond the institution's primary setting. In its academic credit programming, VSU will place a priority on developing existing programs that aid the

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

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

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

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

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

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

HOW TO USE THIS *CATALOG*

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

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

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. Numerous academic programs have attained accreditation from national professional organizations.

Valdosta State University is an accredited institutional member of the National Association of Schools of Art and Design and of the National Association of Schools of Theatre. Also in the College of the Arts, programs in music are accredited by the National Association of Schools of Music. The Public Relations emphasis within the Bachelor of Fine Arts degree with a major in speech communications has been awarded Certification in Education for Public Relations by the Public Relations Society of America.

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

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

Both the bachelor's degree (BSN) and the master's degree (MSN) programs in the College of Nursing 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].

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

The Sports Medicine/Athletic Training program is accredited by the Commission on the Accreditation of Athletic Training Education, 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 College of Education also houses 10 programs that are Nationally Recognized by specialized professional associations: Early Childhood Education (Association for Childhood Education International), French Education (American Council on the Teaching of Foreign Languages), Instructional Technology–Technology Applications (Association for Educational Communications and Technology), Instructional Technology–Library

Media (Association for Educational Communications and Technology and American Library Association/American Association of School Librarians), Instructional Technology Ed.S. program (Association for Educational Communications and Technology), Reading Education (International Reading Association), School Psychology (National Association of School Psychologists), Spanish Education (American Council on the Teaching of Foreign Languages), Early Childhood Special Education/General Curriculum (Association for Childhood Education International and the Council for Exceptional Children), and Special Education/Deaf Education (Council for Exceptional Children).

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

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

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

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

THE GRADUATE SCHOOL
Dr. Karla M. Hull, Acting Dean

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

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

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

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

APPLICATION PROCEDURES

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

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

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

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

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

1. Submit proof of satisfactory completion of ELS Language Centers' Level 109 course;
2. Submit official test scores on the Test of English as a Foreign Language (TOEFL). A minimum of 523 (193 on the computer-based test) or a minimum score of 70 on the internet-based test is required for admission. Some programs may require higher minimums.

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

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

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

All applicants must pay a $40.00 application fee (on-line application fee is $35.00). The fee is not credited toward the tuition fee when the student is accepted, nor is it refunded in the event that the application is denied or if the applicant does not enroll as a student.

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

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

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

INTERNATIONAL STUDENT ADMISSION

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

1. A completed Application for Admission to the Graduate School, along with a $40.00 check or money order in U.S. currency. Application packets are available from the Graduate School Office or on-line at www.valdosta.edu/gradschool/.
2. Official original language and English (translated) copies of college and university transcripts, as records of past academic work, along with copies of academic degrees and certificates that the applicant has received. To be considered official, these transcripts must be submitted directly from the educational institutions to the Graduate School. Official transcripts must be translated and evaluated by an International Educational Evaluation Service before being sent to the Graduate School. Web site links for this service may be obtained through the Graduate School or International Programs. Fees for this service are to be paid by the applicant.
3. If the applicant's first language is other than English, proof of satisfactory completion of ELS Level 109 or official results from the Test of English as a Foreign Language (TOEFL). A minimum of 523 (193 on the computer-based test) or a minimum score of 70 on the internet-based test is required for admission. Some programs may require higher minimums.
4. Official results from the Graduate Record Examination, the Graduate Management Admissions Test, or the Miller Analogies Test. See admission requirements for specific programs to determine which test is needed. Information on the administration of these tests is available from U.S. Embassies and from American Cultural Centers.

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

Once these materials are received, the Graduate School will evaluate the international applicant's credentials and make an admissions decision. The applicant will be notified of the University's decision and, if admitted, will be issued an I-20 immigration form. This form must be taken to the nearest U.S. Embassy or consular office, which will issue a visa for entry to the United States.

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

ADMISSION AND READMISSION

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

GRADUATE STUDENT CLASSIFICATIONS AND ADMISSIONS CRITERIA

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

Master's Degree Programs

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

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

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

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

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

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

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

LETTERS OF GOOD STANDING
for VSU-degree-seeking Students Only (not non-degree for certification)

Graduate students interested in taking courses at other institutions for transfer credit should remember that no more than six semester hours of graduate course work may be accepted as transfer credit. Graduate students MUST follow the procedures outlined below:

1. Students should consult with their advisor regarding the appropriateness of a course offered at another institution. The student's advisor should send a memo or e-mail to the Graduate School dean requesting a Letter of Good Standing (include what semester, what course(s), number of credit hours, and student information). Include the name and address of the institution to which the Letter of Good Standing should be sent. DO NOT USE TRANSIENT FORMS FROM REGISTRAR'S OFFICE.
2. If approved by the dean of the Graduate School, a Letter of Good Standing is then forwarded to the appropriate institution, with copies going to the student and the advisor.

3. After students complete the course and the grade is posted, they must have an official transcript sent to the VSU's Graduate School.

If the course will substitute for a VSU course, the advisor and student must complete a Course Substitution Form and forward it to the dean of the Graduate School after signatures are obtained from the advisor, the department head, and the respective college dean.

ENROLLMENT BY UNDERGRADUATES

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

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

REGISTRATION

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

Early   Registration held approximately six weeks before the term begins. Registration priority is based on student classification in the following order: Graduate students and seniors; juniors; sophomores; freshmen.

Regular   Registration and drop/add held immediately prior to the beginning of classes. Registration is held on a first-come, first-served basis. Fee- and course-schedules can be obtained at <http://www.valdosta.edu>.

Late   Late Registration and continued drop/add held for approximately three or four days after the term begins. A late fee is assessed for registration during the Late Period.

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

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

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

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

ACADEMIC STANDARDS AND REGULATIONS

Grading System

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

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

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

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

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

   I   = Incomplete
  IP = In progress (course scheduled for more than one semester)
  K   = Credit by examination
 NR = Not reported by instructor or course ending date is
       after the scheduled end of the semester

S = Satisfactory	U = Unsatisfactory
V = Audit	W = Withdrew without penalty

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

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

Cumulative grade-point averages are calculated at the close of every semester in which course work is taken. This calculation appears on the permanent record of each student. Students may review this grade record and grade-point average by requesting an unofficial transcript from the Registrar's Office or by viewing their transcript on the Web at <http://hpk460.valdosta.edu:8890/>. Students should log in and follow prompts to "Student Services & Financial Aid" in order to view transcripts. Matters requiring interpretation of a graduate record should normally be referred to the student's advisor or the Graduate School. Undergraduate grades will not be calculated as part of the graduate student's semester or cumulative average.

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

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

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

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

WITHDRAWAL FROM COURSES POLICY

Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty. Instructors may assign a "W" on the proof roll for students not attending class. It is the responsibility of the student to complete the withdrawal process. A withdrawal is official when it is received and processed by the Office of the Registrar.

Board of Regents policy does not allow students to withdraw after the midterm date published in the school calendar. Students may petition for an exception to the withdrawal deadline for cases of hardship. Petition forms are available in the Office of the Registrar. The petition will become a permanent part of the student's file. Any student

who discontinues class attendance after mid-term and does not officially withdraw may be assigned a grade of "F." No fee adjustment will be made for withdrawals except as outlined in this catalog. The Finance and Administration Office will receive a copy of the withdrawal form for refunding if applicable.

MEDICAL WITHDRAWALS FROM THE UNIVERSITY

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

Mental Health Withdrawals

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

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

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

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

AUDITING CLASSES

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

GRADUATE COURSE NUMBERING

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

graduate credit. Courses numbered 7000-8999 are open to graduate students only. Courses numbered 9000-9999 are open to doctoral students only.

Graduate students should be sure that they are registered for graduate courses. This information appears on the official class roll and on the student's schedule. While a graduate student may be permitted to take an undergraduate course, this course will not fulfill graduate degree requirements. Only courses numbered 5000 or above are graduate-level courses.

MAXIMUM COURSE LOADS AND OTHER RESTRICTIONS

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

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

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

CROSS-DISCIPLINARY COURSES

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

GENERAL REQUIREMENTS FOR GRADUATE DEGREES

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

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

At least 50% of the student's course work must be completed in residence at Valdosta State University. **No more than 6 semester hours of graduate course work may be accepted by transfer from another institution to Valdosta State University.** Credit to a degree program for transferred course work may be obtained by application to the Dean of the Graduate School, with approval by the major professor.

All graduate programs require a Comprehensive Examination or an acceptable substitute. Successful completion of this exam indicates that students have nearly completed their work toward the degree. The Comprehensive Examination may not be taken until all required course work has been completed, or is in the process of being completed, and the language requirements fulfilled. The Dean of the Graduate School shall be notified upon the student's successful completion of this requirement.

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

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

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

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

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

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

members of the Dissertation Committee, the Dean of the College of Education, and the Dean of the Graduate School, shall be submitted to the library no fewer than 5 days before the scheduled date of graduation.

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

Students seeking a second master's degree must submit a Program of Study that is approved by the program and faculty advisor, department head, and Dean of the Graduate School. The Program of Study should list all courses to be taken for the second graduate degree. Transfer courses not from a completed graduate degree are limited to 6 semester hours and cannot be older than 7 years at the time of the second degree's completion. Courses may be drawn from a previously completed graduate degree upon the approval of the program and faculty advisor, department head, and Dean of the Graduate School. No graduate course in either category may be used in which the grade was below a "B." No more than 9 semester hours from a previous graduate degree may be used.

APPLICATION FOR GRADUATION

Students must apply for graduation one semester in advance. Students planning to attend graduation should make arrangements with the VSU Bookstore for purchase of cap, gown, and hood. The Registrar's Office should be consulted early in the program (at least one semester before graduation) for procedures and deadlines. A $25 graduation fee must be paid at the Bursary prior to final evaluation. This fee is valid for one year beyond the initial term selected for completing degree requirements. A 3.0 cumulative GPA on all graduate courses completed at VSU after acceptance to the Graduate School is required for graduation. All financial obligations to the University must be cleared before an official diploma will be issued.

ACADEMIC DISHONESTY

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the *Student Code of Conduct* and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. Appendix A of the *Student Code of Conduct* in the *VSU Student Handbook* outlines academic integrity violations as well as the academic response and disciplinary response to such violations < http://www.valdosta.edu/studentaffairs/StudentHandbook.shtml >. The online *VSU Student Handbook* reflects the most current policy on academic integrity. Academic integrity violations may result in suspension or expulsion from the university. Additional information on academic

integrity as well as resources for faculty and students can be found at the Academic Affairs website: < http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>

Plagiarism

Plagiarism is defined as "the copying of the language, structure, ideas, and/or thoughts of another and passing off same as one's own, original work." The violation, then, consists of both copying and misrepresenting the material in question. When a student places his or her name on any kind of work, he or she claims responsibility for the originality of the contents except for those parts that are specifically attributed to another or that are considered common knowledge. If a student has consulted any outside source, whether published or not, and has incorporated any of its "language, structure, ideas, and/or thoughts" into his or her work without acknowledging that source, he or she may be guilty of misrepresenting the work's originality. When para-phrasing material from an outside source, the student must change both the sentence structure and the vocabulary (where possible) in expressing the original material in his or own words. Any instance where the "language, structure, ideas, and/or thoughts" have been borrowed from another's work, paraphrased or not, without proper reference/cita-tion, the act constitutes plagiarism on the part of the writer.

SCHOLARLY CONDUCT

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

STUDENT RESPONSIBILITIES

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

The 62+ PROGRAM FOR GEORGIANS 62 AND OLDER

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

University Course Designation Abbreviations

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

COLLEGE OF ARTS AND SCIENCES

1036 Bailey Science Center

Dr. James LaPlant, Assistant Dean
Dr. Robert Gannon, Head, Department of Biology
Dr. James Baxter, Head, Department of Chemistry
Dr. Mark Smith, Head, Department of English
Dr. Paul Riggs, Head, Department of History
Dr. Mylan Redfern, Head, Department of Mathematics and Computer Science
Dr. Victoria Soady, Head, Department of Modern and Classical Languages
Dr. Fred Downing, Head, Department of Philosophy
Dr. Edward Chatelain , Head, Department of Physics, Astronomy, and Geosciences
Dr. James W. Peterson, Head, Department of Political Science
Dr. Michael Capece, Acting Head, Department of Sociology, Anthropology, and
    Criminal Justice

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

DEPARTMENT OF BIOLOGY
Dr. Robert Gannon, Head
1036 Bailey Science Center

Degrees

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

Description

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

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

MASTER OF SCIENCE WITH A MAJOR IN BIOLOGY

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

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

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

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

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

Selected Educational Outcomes

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

Thesis

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

Required Courses .. .. **4 hours**
    BIOL 7000 Introduction to Research .... 2 hours
    BIOL 7900 Graduate Seminar (must be taken twice) .... 2 hours

Guided Electives .. .. **32 hours**
    Studies Courses (7000-level or above BIOL) .... 5 hours
    Studies Courses (5000-level or above) .... 15-21 hours
    Electives (5000-level or above) .... 0-6 hours
    BIOL 8999 Thesis .... 6 hours

Total Required for the Degree .... **36 semester hours**

DEPARTMENT OF ENGLISH
Dr. Mark Smith, Head
Room 207, West Hall

Degrees

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

Description

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

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

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

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

Special Admission Requirements: To be accepted as a regular graduate student in the Department of English, an applicant must have the following:
1. an undergraduate GPA of 3.0 on a 4.0 scale. This GPA may be cumulative or in the undergraduate major;
2. a GRE verbal score of 500 or above or a GRE writing assessment number of 4 or above;
3. submission of a three-page essay to the Department of English, detailing (a) career goals and (b) academic interests.

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

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

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

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

Selected Educational Outcomes

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

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

Thesis Option

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

and their coursework. Students following this option must complete a minimum of 30 hours of coursework and 6 hours of thesis credit.

Non-Thesis Option—Comprehensive Examination

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

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

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

Total Required for the Degree .... **36 semester hours**

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

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

Selected Educational Outcomes

1. To demonstrate an ability to apply theoretical, pedagogical, and historical approaches in the study of composition and rhetoric.
2. To demonstrate an ability to interpret language and literature in light of key facts, concepts, and contexts, employing a variety of critical approaches.

3. To produce systematic and thoroughly researched work appropriate to the discipline.
4. To participate in activities related to the profession.

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

Thesis Option

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

Non-Thesis Option—Comprehensive Examination

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

The Rhetoric and Composition Emphasis. .... **18 hours**
    Required courses .... 6 hours
        ENGL 7000 Approaches to Graduate Study ..... 3 hours
        ENGL 7010 Approaches to Critical Theory ...... 3 hours
    Required, if not taken as an undergraduate .... 0-3 hours
        ENGL 4620** Survey of the History of Rhetoric
    Choice of the following .... 3-6 hours
        ENGL 7600 Studies in Rhetoric and Composition
        and/or ENGL 8600 Seminar in Rhetoric and Composition
    Choice of the following .... 3-6 hours
        ENGL 7600 Studies in Rhetoric and Composition
        ENGL 8600 Seminar in Rhetoric and Composition
        **LING 4000 Elements of Linguistics
        **LING 4160 Sociolinguistics
        **ENGL 4610 History of the English Language
        ENGL 8690 Workshop in Rhetoric and Composition
            (ENGL 8690 may be taken twice for credit)

Guided Electives. .... **18 hours**

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

    Seminars (8000-level ENGL) ....0-18 hours

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

    Thesis Hours (under the thesis option) .... 6 hours

Total Required for the Degree .... **36 semester hours**

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

** These courses fall under the Graduate Option that allows for only two courses at
the 4000 level. Credit for such courses will be listed as ENGL 6000. If taken at the
undergraduate level, these courses cannot be taken again for graduate credit.

Outcome Assessments

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

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

**ENGLISH TO SPEAKERS OF OTHER
LANGUAGES (ESOL) ENDORSEMENT**
Dr. Mark Smith, Head, Department of Engish
Room 207, West Hall
Dr. Victoria Soady, Head, Department of
Modern and Classical Languages
Room 128, West Hall

The English to Speakers of Other Languages (ESOL) Endorsement provides credentials to teach English as a second language in Georgia. An ESOL endorsement can be pursued by undergraduate or graduate students working toward or possessing certification in any teaching field or in the service field of communication disorders (speech and language pathology). An individual in any other service field or in the leadership field must have established a teaching field in order to pursue the ESOL endorsement. An individual with a permit in foreign language is also eligible to add the ESOL endorsement.

Requirements for the ESOL Endorsement

　　ESOL 6010 Applied Linguistics for ESOL Teachers .... 3 hours
　　ESOL 6020 Cultural Perspectives for ESOL Teachers .... 3 hours
　　ESOL 6030 Methods and Materials for Teaching ESOL ...... 3 hours

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

DEPARTMENT OF HISTORY
Dr. Paul Riggs, Head
Room 113, Ashley Hall North

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

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

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

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

MASTER OF ARTS WITH A MAJOR IN HISTORY

Departmental Requirements in addition to the University Requirements for Admission

To be considered for regular admission, an applicant must

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

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

To be considered for probationary admission, an applicant must:

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

Selected Educational Outcomes

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

Outcome Assessments

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

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

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

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

PLAN A (thesis program). .... **36 semester hours required**
The thesis option is designed primarily for those
students who plan on pursuing a Ph.D. in history
upon completion of the M.A. at Valdosta State.
HIST 7000 Seminar in Historiography .... 3 hours
HIST Graduate Seminars .... 6 hours
HIST Graduate courses ....18 hours
HIST 7999 Thesis .... 6 hours
Electives (graduates courses outside of history) .... 3 hours

PLAN B (non-thesis program). .... **33 semester hours required**
The non-thesis option is designed primarily for
students currently employed as secondary education
teachers, those seeking an advanced degree in history
to teach at the community college level, or those seeking
a graduate degree in history for any other personal or
professional reason.
HIST 7000 Seminar in Historiography .... 3 hours
HIST Graduate Seminars .... 6 hours
HIST Graduate courses ....21 hours
Electives (graduates courses outside of history) .... 3 hours

Comprehensive Exams and Foreign Language Requirement

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

**DEPARTMENT OF MODERN AND
CLASSICAL LANGUAGES**
Dr. Victoria Soady, Head
Room 128, West Hall

The Department of Modern and Classical Languages, in conjunction with the Department of Middle, Secondary, Reading, and Deaf Education, offers the Master of Education degree with a major in secondary education–teaching field Spanish.

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

MASTER OF EDUCATION WITH A MAJOR IN SECONDARY EDUCATION SPANISH – TEACHING FIELD SPANISH

Selected Educational Outcomes

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

REQUIREMENTS FOR THE M.ED. WITH A MAJOR IN SECONDARY EDUCATION SPANISH – TEACHING FIELD SPANISH

Core Curriculum. .... **7 hours**
PSYC 7010 Learning and Assessment .... .3 hours
RSCH 7100 Research Methodology in Education .... 3 hours
LEAD 7210 Ethics and Law .... 1 hour

Area of Concentration. .... **29 hours**
    Content Courses (Guided Electives in Spanish) .... 21 hours
    FLED 7100 Professional Development Seminar I .... 2 hours
    FLED 7500 Theory and Practice in Second
        Language Acquisition .... 2 hours
    FLED 7600 Research and Design .... 2 hours
    FLED 7800 Professional Development Seminar II .... 2 hours

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

Total Required for the Degree .... **36 semester hours**

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

Outcomes Assessments

1. Coursework and Comprehensive Examination: The Department of Modern and Classical Languages will assess students' listening reading, and writing proficiency through an examination administered upon the students' entry into the program. These skills will be assessed again upon their completion of the program through the Comprehensive Examination. Knowledge of content material related to Hispanic culture, linguistics, and literature will be assessed through a similar procedure. A Simulated Oral Proficiency Interview to assess speaking proficiency will be administered when students enter the program and upon their completion of the program. The corresponding department will evaluate core courses through written examinations, projects, papers, and presentations and through the Comprehensive Examination that is administered upon the students' completion of the program.

2. Student Portfolio: Students are required to maintain a professional portfolio containing goal statements, sample papers, research projects, course work, reflective self-assessment, and other specified items to be monitored as the students progress through the program. The portfolio will be submitted for partial fulfillment of the requirements for this M.Ed. degree.

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

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

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

Students pursuing the MPA degree in residence at one of Valdosta State University's centers must complete 36 semester hours of coursework, including 24 hours of required core courses and 12 hours in a concentration area approved by the MPA Coordinator. The 24-hour core includes PADM 7210 and PADM 7900, which must be taken by students during their final semester of coursework. These courses serve as the exit requirement for the MPA program.

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

Departmental Requirements in addition to University Requirements for Admission

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

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

Special Retention Policy: MPA and DPA

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

REQUIREMENTS FOR THE M.P.A. DEGREE
    (Including On-line City Management Track)

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

Concentration Area. .... **12 hours**
    (All courses for a concentration must be approved by advisor.)

Total Required for the Degree .... **36 semester hours**

Selected Educational Outcomes

Upon successful completion of the MPA program students will:

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

Outcome Assessments

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

DOCTOR OF PUBLIC ADMINISTRATION (D. P. A.) DEGREE

The Doctor of Public Administration is a practitioner-oriented degree that helps students develop the essential leadership, management, communication, and problem-solving abilities necessary to succeed in today's professional environment. The courses in the program are designed to suit the information and skill needs of professionals currently in the field.

The DPA program consists of 54 semester-hours of coursework, divided among foundation and core courses, theory and methods courses, elective courses, and capstone/ project credits. The majority of the DPA program is designed around the use of web technology. Students will participate in selected residency seminars and meetings during the first weekend of each fall and spring semesters on the VSU main campus; the remainder of the coursework will be completed online.

Departmental Requirements in addition to University Requirements for Admission

A student desiring to work in the College of Arts and Sciences on the DPA degree must have a master's degree from an accredited college or university. A student must present a combined score of 1000 or higher on the verbal and quantitative sections, or a score of 500 on the verbal and 5.0 on the analytical writing sections of the General Test of the Graduate Record Examination (GRE) to be considered for regular admission. Exceptionally motivated students with combined scores of 900-999 or 400 and 4.0 may be considered for admission as a probationary student.

REQUIREMENTS FOR THE DPA DEGREE

Core (Required) Courses .... **15 hours**
    PADM 9000 Administration and Government .... 3 hours
    PADM 9010 Financial Management for Public and
        Non-Governmental Organizations .... 3 hours
    PADM 9020 Managing Human Resources in Public and
        Non-Governmental Organizations .... 3 hours
    PADM 9060 Information and Data Management .... 3 hours
    PADM 9070 or SOCI 9070 Culture of Formal Work
        Organizations .... 3 hours

Methods Courses .... **9 hours**
    PADM 9030 Logic of Inquiry in Public Administration ...... 3 hours*
    PADM 9040 Research Methods in Public Administration ... 3 hours
    PADM 9050 or PSYC 9050 Program Evaluation .... 3 hours

    *Student must take PADM 9030 in the first semester of course work

Concentration Area Courses .... **15 hours**
    Each student is to identify an area of concentration no later
    than upon completion of 18 hours of coursework. The DPA
    Coordinator, the Head of the Department of Political Science,
    the Dean of the College of Arts and Sciences, and the Dean of
    the Graduate School must approve all concentration courses.

Guided Elective Courses .... **6 hours**
    Students will select 6 semester hours of guided electives
    through consultation with their advisor.

Capstone Seminar/Project .... **9 hours**
    PADM 9990 Capstone Seminar .... 3 hours
    PADM 9999 Final Project/Organizational Analysis .... 6 hours

Total Required for the Degree .... **54 semester hours**

Selected Educational Outcomes

Upon successful completion of the DPA program, students will:

1. gain substantial competency in the core subject matter and methodologies that are central to preparation for the DPA degree.
2. obtain a firm understanding of the importance and relevance of the broad intellectual tradition of public administration.
3. demonstrate the ability to apply their advanced understanding of public administration theories and tools to enhance the effectiveness, efficiency, responsiveness, and representativeness of public organizations.

4. serve as agents of change and effectiveness in public sector organizations by using their knowledge and training to advance the scope of possibilities for organizations committed to public service.

Outcome Assessments

1. DPA faculty committee members will review end-of-course evaluations written by the faculty for that particular course. Adjustments for students for whom remedial work is indicated will be prescribed and monitored by the DPA faculty committee. Artifacts of gained knowledge will be course examinations, term papers and projects, and other outputs.
2. Students will conduct research projects and present their documented findings during residency seminars.
3. The capstone seminar will assess student knowledge through applied projects or case studies or both.
4. Students will complete professional portfolios that will be assessed by the DPA faculty.
5. Students will complete and successfully defend a dissertation-quality applied research project.

Special Retention Policy: See previous pages in this section.

**DEPARTMENT OF SOCIOLOGY,
ANTHROPOLOGY, AND CRIMINAL JUSTICE**
Dr. Michael Capece, Acting Head
Room 1120, University Center

The Department of Sociology, Anthropology, and Criminal Justice offers three Master of Science degrees, one with a major in criminal justice (MSCJ) having both a thesis and non-thesis option, one with a major in sociology (MS SOC) with a focus onn applied sociology, and one with a major in marriage and family therapy (MS MFT). The Applied and Clinical Sociology Graduate Program is accreditated by the Commission on Applied and Clinical Sociology.

MASTER OF SCIENCE WITH A MAJOR IN CRIMINAL JUSTICE

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

Special Admission Requirements

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

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

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

Probationary Admission

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

Special Retention Policy

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

Readmission After Dismissal for Academic Deficiencies

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

Special Graduation Requirements

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

Selected Educational Outcomes

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

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

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

Required Core. .... **15 hours**
    CRJU 7000, CRJU 7370 .... 6 hours
    CRJU 7411, CRJU 7413 .... 6 hours
    CRJU 7600 .... 3 hours

Criminal Justice Electives. .... **15 hours**
    CRJU 7010 Advanced Comparative CJ Systems .... 3 hours
    CRJU 7100 Seminar in Law Enforcement .... 3 hours
    CRJU 7300 Seminar in Criminal Law and Procedure .... 3 hours
    CRJU 7350 Seminar in Forensic Investigation .... 3 hours
    CRJU 7500 Adv. Criminal Behavior and Personality .... 3 hours
    CRJU 7510 Advanced Correctional Therapies .... 3 hours
    CRJU 7610 Seminar in Gang, Group, and ... . 3 hours
    CRJU 7620 Seminar in Criminal Victimization .... 3 hours
    CRJU 7630 Advanced Crime Prevention .... 3 hours
    CRJU 7700 Selected Topics .... 3 to 6 hours
    CRJU 7710 Seminar in Juvenile Justice .... 3 hours
    CRJU 7720 The Media and Criminal Justice .... 3 hours
    CRJU 7730 Great Works in Criminal Justice .... 3 hours
    CRJU 7900 Independent Study .... 1-6 hours
    CRJU 7990 Area Paper .... 3 hours
    CRJU 7999 Thesis (for students taking the thesis option) ... 6 hours

Guided Electives (selected by student with approval of advisor). .... **6 hours**

Total Required for the Degree .... **36 semester hours**

Outcome Assessments

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

1. systematic analysis of student examinations and research papers from courses;
2. surveys of students or alumni from the program;
3. baseline data from other comparable programs in the university will be compared to data based on students in the program;
4. regular meetings among program faculty to assess courses and student performance;
5. periodic review of all theses and area papers written in a given assessment period and evaluation of related student performance.

MASTER OF SCIENCE WITH A MAJOR IN SOCIOLOGY

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

To be considered for admission to the M.S. degree program in sociology, students must meet the admission requirements of the Graduate School and present a minimum combined score of 800 on the verbal and quantitative sections of the Graduate Record Examination (GRE) or a minimum score of 389 on the Miller Analogies Test (MAT). In addition, applicants must submit a copy of a sample of written work submitted for credit in an upper division or graduate level course in Sociology or their current major field. Also, two letters of recommendations written by faculty members who have taught the candidate in an academic class must be submitted. An undergraduate degree in sociology is not mandatory. However, students without an undergraduate degree in sociology should show evidence via an official transcript of the successful completion of an undergraduate sociological theory course, and undergraduate statistics course, and an undergraduate social science research methods course. If the students cannot show such evidence, the sociology faculty shall meet and discuss the candidate's likely success. If necessary the candidate will be asked to enroll in these courses at VSU.

If an applicant cannot locate a sample of written work that was submitted for credit, then the applicant shall contact the M.S. Sociology Coordinator for directions on writing a personal goal statement. This personal goal statement will serve as an acceptable substitute for the sample of written work.

The writing sample (or personal goal statement) and letters of recommendation should all be sent to the Coordinator of M.S. degree program in sociology in the Department of Sociology, Anthropology, and Criminal Justice, following the established admission timelines of the Graduate School.

Special Retention Policy

A 3.00 cumulative grade point average (GPA) is required for graduation. No grade below "C" will be credited toward the M.S. degree with a major in sociology. Students will be dismissed from the M.S. program if they accumulate three or more academic deficiency points. A grade of "C" (while it will be credited toward the M.S. degree) equals one deficiency point. A grade of "D" (which will not be credited toward the M.S. degree) equals two deficiency points. A grade of "F," "U,"or "WF" (none of which will be credited toward the M.S. degree) equals three deficiency points.

Readmission After Dismissal for Academic Deficiencies

A student must apply for readmission. Readmission is not guaranteed. A student must wait a minimum of two semesters before applying for readmission. If the student has deficiencies in core courses (SOCI 7011, 7012, 7021, 7022, or 7050), the student must retake only those core courses that have deficiencies until the number of deficiency points is fewer than or equal to two. If the student has deficiencies in elective hours (whether sociology courses or courses from any other program), the student shall take only SOCI electives until the number of deficiency points is fewer than three. No elective hours outside of sociology will be accepted to make up deficiency points.

Special Graduation Requirements

To receive a Master of Science degree with a major in sociology, students must complete the core requirements and develop competence in an area of sociological practice, as outlined below, pass a written comprehensive examination, and fulfill the application of knowledge requirement, which is achieved by successfully completing six credit hours of SOCI 7800 Sociological Practice.

Selected Educational Goals

Students completing the program for the Master of Science degree with a major in sociology should demonstrate a mastery of the following:
1. Competence in sociological research and evaluation.
2. Competence in social theory.
3. Competence as a sociological practitioner.
4. Competence addressing issues related to multiculturalism and diversity.
5. Mastery in an area of sociological practice.

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

Core Courses. .... **15 hours**
    SOCI 7011 Sociology in Applied Settings .... 3 hours
    SOCI 7012 Sociological Theory .... 3 hours
    SOCI 7021 Statistical Applications in Sociology .... 3 hours
    SOCI 7022 Research Methods .... 3 hours

SOCI 7050 Class, Gender, and Ethnic Issues
      in Applied Settings .... 3 hours

Additional Coursework . ... **15 hours**
   Elective Courses .... 9 hours
      Students may select from any SOCI prefix course
      numbered SOCI 5000-8000 except SOCI 7800.
   SOCI 7800 .... 6 hours

Successful completion of the Graduate Comprehensive Examination

Total Required for the Degree .... 30 semester hours

Outcome Assessments

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

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

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

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

The Master of Science degree with a major in marriage and family therapy prepares students for licensure as Marriage and Family Therapists in Georgia and for clinical membership in the American Association for Marriage and Family Therapy (AAMFT). The curriculum, developed to meet national accreditation standards, links theory and practice throughout training. A twelve-month clinical practicum is required. Students receive at least 500 hours of direct client contact and 100 hours of AAMFT approved supervision. Practicum experience is provided at the on-site Marriage and Family Therapy

Training Clinic and through community placements. Course work includes some assignments and activities that encourage self-exploration and personal growth.

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

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

1. Previous course work in human development, family dynamics, social and behavioral sciences, and statistics. Students lacking these prerequisites will be required to complete these deficiencies in addition to the required coursework.
2. Undergraduate grade point average of 2.75 (minimum)
3. GRE score of 400 verbal or 3.5 on the Writing Assessment or a minimum score of 393 on the Miller Analogies Test. For GRE test scores prior to October 1, 2002: 800 (when the verbal score is combined with the higher of the quantitative or analytical scores).
4. Three letters of reference specifically addressing qualifications for Marriage and Family Therapy
5. An essay by the applicant describing himself or herself and his or her professional goals.
6. Personal qualities such as a high degree of self-awareness, emotional maturity and stability, openness to a variety of perspectives, and respect for a diverse clientele. Prospective students will be screened for these requirements in personal interviews during the admissions process.
7. Related work or volunteer experience is recommended.

Enrollment is limited. Deadline for applications is July 15 of each year. Classes start in August. Academic credit will not be given for life experience or previous work experience.

Special Retention Requirements

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

Special Graduation Requirements

Curriculum includes 42 semester hours of classroom instruction and 18 semester hours of supervised practice. Students must pass a comprehensive exam when most course work has been completed. Students must complete 60 semester hours with a "B" average or higher. No grade below "C" will be credited toward the M.S. degree program in Marriage and Family Therapy. Students will be dismissed from the program if they accumulate four or more academic deficiency points. A grade of "C" (while it will be

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

Readmission After Dismissal for Academic Deficiencies

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

Selected Educational Outcomes

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

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

Examples of Outcome Assessments

1. Faculty assessment of student performance in all courses includes requiring students to demonstrate their ability to integrate course content and make case application. Written case applications are stressed.
2. The comprehensive exam taken by students prior to graduation evaluates the students' ability to integrate and apply information from the training program as a whole. It also measures effectiveness of the program in teaching essential concepts.
3. Practicum supervisors will evaluate the clinical performance of each student. Community practicum site directors will also complete a form evaluating their impressions of the training program.
4. The ability of graduates to pass the national MFTH exam and obtain licensure is another measure of outcome.

Required Course Work

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

Total Required for the Degree .... minimum of 60 semester hours

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

JAMES L. AND DOROTHY H. DEWAR COLLEGE OF EDUCATION

Dr. Philip L. Gunter, Dean
Room 227, Education Center
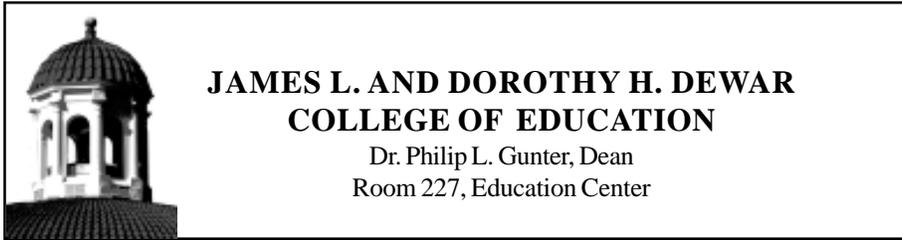
Dr. Julie M. Lee, Associate Dean
Dr. Rey Martínez, Head, Department of Adult and Career Education
Dr. Corine Myers-Jennings, Head, Department of Communication Sciences
   and Disorders
Dr. Don Leech, Head, Department of Curriculum, Leadership, and Technology
TBA, Acting Head, Department of Early Childhood and Special Education
Dr. Mike Griffin, Head, Department of Kinesiology and Physical Education
Dr. Barbara Stanley, Head, Department of Middle, Secondary, Reading,
   and Deaf Education
Dr. Robert E. L. Bauer, Head, Department of Psychology and Counseling

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

MISSION

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

VISION

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

"Positively Impacting Learning Through Evidence-Based Practices"

The Valdosta State University College of Education's Conceptual Framework is the underlying structure that gives conceptual guidance to the operation of the College of Education (Unit) and its partners. It provides direction for our educator preparation programs, courses, teaching, university student performance, faculty scholarship, and faculty service. The Conceptual Framework is based on the broader missions of both the University and the College for the purposes of advancing educational progress in our region. A common thread runs through both mission statements: excellence in teaching and learning, scholarship, and service (VSU Conceptual Framework Document, 2005). At its core is the purpose of positively impacting learning through evidence-based practices. All programs within the unit are guided by this purpose. While learners in various programs may differ according to the candidates' roles and program standards may differ according to specialized professional association (SPA) guidelines, the essential outcome of all programs is to positively impact learning through the use of evidence-based practices. The Conceptual Framework Guiding Principles related to dispositions, equity, process, ownership, support, impact, and technology are blended with the standards set forth for teachers and by SPAs to provide the structural basis for the programs. Course syllabi, assessments, and candidates' portfolios reflect the Unit Conceptual Framework through close alignment with the respective standards.

ACCREDITATION AND CERTIFICATION

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

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. The College of Education educator preparation unit has established comprehensive school partnerships with 14 area schools. These schools were recruited based on a number of factors, including opportunities they would provide to our candidates to work with diverse P-12 students and public school mentors.

ADVISING

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

STUDENT RESPONSIBILITIES

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

GRADUATE DEGREE PROGRAMS

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

College of Education Requirements in addition to University Requirements for Admission

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

MASTER'S DEGREE PROGRAMS

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

Department of Adult and Career Education

M.Ed. .... Adult and Career Education
    (Business Education and Information Technology Option)
    (Career and Technical Education Option)
    (Workforce Education and Development Option)

Department of Communication Sciences and Disorders

M.Ed. .... Communication Disorders

Department of Curriculum, Leadership, and Technology

M.Ed. .... Educational Leadership
    (Public School Leadership Option)
    (Higher Education Leadership Option)
M.Ed. .... Instructional Technology
    (Library/Media Technology Option)
    (Technology Applications Option)

Department of Early Childhood and Special Education

M.A.T. .... Special Education Adapted Curriculum
M.A.T. .... Special Education General Curriculum
M.Ed. .... Early Childhood Education
M.Ed. .... Early Childhood Special Education
                          General Curriculum

Department of Kinesiology and Physical Education

M.Ed. .... Health and Physical Education

Department of Middle, Secondary, Reading, and Deaf Education

M.Ed. .... Middle Grades Education
M.Ed. .... Secondary Education
M.Ed. .... Reading Education
M.Ed. .... Accomplished Teaching
M.Ed. .... Deaf and Hard-of-Hearing
M.A.T. .... Special Education–Deaf and Hard-of-Hearing

Department of Psychology and Counseling

M.Ed. .... School Counseling
M.S. .... Clinical/Counseling Psychology
M.S. .... Industrial/Organizational Psychology

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

1. The applicant must hold an undergraduate degree from a regionally accredited college or university with, in all applicable cases, an undergraduate major in, or prerequisites for, the planned graduate field of study.
2. A student will not be admitted with an undergraduate grade point average of less than 2.5 on all previous undergraduate work attempted.
3. A student will not be admitted with a Graduate Record Examination (GRE) score of less than 750 (verbal portion plus either quantitative or analytical portion) or a Miller Analogies Test (MAT) raw score of less than 375. The score on the verbal portion of the GRE may not be less than 350.
4. Students in any program which provides initial certification at the master's level must complete the appropriate "2999" course during the first semester of their enrollment.

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

1. The applicant must hold an undergraduate degree from a regionally accredited college or university.
2. A student will not be admitted with an undergraduate grade point average of less than 2.5 on all previous undergraduate work attempted
3. A student will not be admitted with a Graduate Record Examination (GRE) score of less than 750 (verbal portion plus either quantitative or analytical portion) or a Miller Analogies Test (MAT) raw score of less than 375. The score on the verbal portion of the GRE may not be less than 350.
4. A student must post a passing score on the GACE Basic Skills Assessment.
5. Students in any MAT program must complete the appropriate "2999" course during the first semester of their enrollment.

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

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

Recommendation Guidelines for Admission

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

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

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

All students who pursue the Master of Education degree in a teacher preparation field must hold an appropriate 4-year teaching certificate. Students who do not hold one of these certificates must take the necessary steps to secure the appropriate certificate or an approved alternative from the department in which they are seeking acceptance before being admitted as a regular, degree-seeking graduate student. Courses used to meet certification standards may not be used to meet requirements for the master's degree. Each department requires a capstone experience (e.g. comprehensive exam, portfolio, thesis, internship, etc.).

EDUCATION SPECIALIST (Ed.S.) DEGREE PROGRAMS

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

Department of Curriculum, Leadership, and Technology
Ed.S. .... Performance-Based Educational Leadership
(Building or System Level)
Ed.S. .... Instructional Technology
Department of Middle, Secondary, Reading, and Deaf Education
Ed.S. .... Middle Grades or Secondary Education
Department of Psychology and Counseling
Ed.S. .... School Counseling
Ed.S. ....School Psychology

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

1. Applicants must have completed a master's degree at an accredited or approved institution.

2. With the exception of educational leadership and instructional technology majors, applicants must be certified at the T-5 or the equivalent service level in the teaching service field in which they intend to pursue the Ed.S.
3. With the exception of educational leadership, instructional technology, and school psychology majors, applicants must have completed three years of acceptable school experience.
4. Students will not be admitted with a grade-point average of less than 3.00 on all previous graduate work attempted.
5. Students will not be admitted with a Graduate Record Examination (GRE) score of less than 850 (verbal portion plus either quantitative or analytical portion) or a Miller Analogies Test (MAT) raw score of less than 390. Moreover, the score on the verbal section of the GRE may not be less than 400.
6. Only "Regular" admission status is to be used for entry to an Education Specialist Program; graduate work taken prior to admission to an Education Specialist Program will not be counted toward the degree requirements.

Standardized Test Scores

MAT		GRE			GPA		
412+	or	1050+	=	35 points	4.00	=	35 points
408-411	or	1000-1049	=	30 points	3.75-3.99	=	30 points
404-407	or	950-999	=	25 points	3.50-3.74	=	25 points
399-403	or	900-949	=	20 points	3.25-3.49	=	20 points
390-398	or	850-899	=	15 points	3.00-3.24	=	15 points
Subtotal				_____	Subtotal		_____
TOTAL _____							

Recommendation Guidelines for Admission

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

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

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

DOCTOR OF EDUCATION (Ed.D.) DEGREE PROGRAM

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

Department of Adult and Career Education
Ed.D. .... Adult and Career Education

Department of Curriculum, Leadership, and Technology
Ed.D. .... Educational Leadership
Ed.D. .... Curriculum and Instruction

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

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

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

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

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

Doctoral Program Degree Requirements for Graduation

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

GRADUATE ADMISSION APPEALS PROCESS

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

Departmental Appeal

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

College Appeal

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

Appeal Procedures

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

ADDITIONAL EDUCATION DEGREES

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

Department of Music, College of the Arts
   M.M.E. with a major in Music Education
Department of Modern and Classical Languages, College of Arts and Sciences
   M.Ed. with a major in Spanish
   Endorsement for English as a Second Language (ESOL)

DEPARTMENT OF ADULT AND CAREER EDUCATION

Dr. Reynaldo L. Martínez, Jr., Department Head
Room 215, Education Center

The Department of Adult and Career Education offers graduate programs of study at the master's and doctoral levels. The department offers a Master of Education (M.Ed.) degree program with a major in adult and career education, with three options: workforce education and development, career and technical education, and business education and information technology. At the doctoral level, the department offers the Doctor of Education (Ed.D.) degree program with a major in adult and career education.

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

DOCTOR OF EDUCATION WITH A MAJOR IN ADULT AND CAREER EDUCATION

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

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

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

Area A – Interdisciplinary Studies. .... **9 hours**
    ACED 9400 Adult Learning Strategies .... 3 hours
    CIED 9100 Curriculum and Instructional Systems .... 3 hours
    LEAD 9030 Leadership Problems: Interdisciplinary Analysis ...... 3 hours

Area B – Educational Inquiry. .... **15 hours**
    RSCH 9820 Qualitative Research Methods in Education ..... 3 hours
    RSCH 9840 Quantitative Research Methods in Education .. 3 hours
    RSCH 9860 Advanced Mixed Methodologies .... 3 hours
    RSCH 9800 Educational Survey .... and Program Evaluation .... 3 hours
    RSCH 9870 Dissertation Topic Conceptualization .... 3 hours

Area C – Adult and Career Education. .... **21 hours**
    ACED Core   .... 12 hours
        ACED 9410 Students with Special Needs in ACED
        ACED 9420 Issues in ACED
        ACED 9430 Leadership in ACED
        ACED 9440 Seminar in ACED
    Interdisciplinary .... 9 hours
        An advisor will be assigned to each student, based on
        the area of specialization. Within the program of study,
        a minimum of 3 hours must be taken from courses outside
        the College of Education. The advisor and the student
        will jointly complete an approved program of study to be
        followed.

Dissertation – ACED 9999 .... **9 hours**

Total Hours Required for the Degree .... **54 semester hours**

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

1. Program graduates will successfully develop an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone experience will be evaluated by a team of faculty members.
2. Program graduates will successfully complete the master's level core curriculum with a grade of "B" or above.
3. Program graduates will successfully research a topic and successfully complete a relevant literature review as part of the requirements for ACED 7990.

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

College of Education Core Courses. .... **6 hours**
    RSCH 7100   .... 3 hours
    PSYC 7010 or PSYC 7040 .... 3 hours

Degree Core Courses . ... **15 hours**
    ACED 7640, ACED 7620, ACED 7990,
    ACED 7530, and ACED 7510

Area of Concentration. .... **12 hours**
    ACED 7020, ACED 7120, ACED 7100, and ACED 7150

Guided Electives. .... **3 hours**

Total Hours Required for the Degree .... 36 semester hours

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

Selected Educational Outcomes

1. Students in advanced teacher education programs have an in-depth knowledge of the content that they teach.
2. Students in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning, and they will clearly explain the choices they make in their practice.
3. Students in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Students in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Examples of Outcome Assessments

1. Majors in advanced teacher education programs will demonstrate the level of their content knowledge as part of the requirements for ACED 7990. Program graduates will research relevant issues related to their content field and to the pedagogy in that field which will lead to the successful completion of a literature review.
2. Majors in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode.
3. Majors in advanced teacher education programs will document reflection on their teaching and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Majors in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through performance on an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone experience will be evaluated by a team of faculty members.

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

College of Education Core Courses. .... **6 hours**
    RSCH 7100 .... 3 hours
    PSYC 7010 or PSYC 7040 .... 3 hours
Degree Core Courses . ... **15 hours**
    ACED 7640, ACED 7620, ACED 7990,
    ACED 7530, and ACED 7510
Area of Concentration. .... **12 hours**
    ACED 7020, ACED 7120,
    ACED 7030, and ACED 7500
Guided Electives . ... **3 hours**

Total Hours Required for the Degree ....**36 semester hours**

MASTER OF EDUCATION WITH A MAJOR IN
ADULT AND CAREER EDUCATION
(BUSINESS EDUCATION AND INFORMATION TECHNOLOGY OPTION)

Selected Educational Outcomes

1. Students in advanced teacher education programs have an in-depth knowledge of the content that they teach.
2. Students in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning; and they will clearly explain the choices they make in their practice.
3. Students in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Students in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Examples of Outcome Assessments

1. Majors in advanced teacher education programs will demonstrate the level of their content knowledge as part of the requirements for ACED 7990. Program graduates will research relevant issues related to their content field and to the pedagogy in that field which will lead to the successful completion of a literature review.
2. Majors in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode.
3. Majors in advanced teacher education programs will document reflection on their teaching and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Majors in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through performance on an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone experience will be evaluated by a team of faculty members.

Requirements for the M.Ed. Degree with a Major in Adult and Career Education (Business Education and Information Technology Option)

College of Education Core Courses. .... **6 hours**
    RSCH 7100   .... 3 hours
    PSYC 7010 or PSYC 7040 .... 3 hours
Degree Core Courses . ... **15 hours**
    ACED 7640, ACED 7620, ACED 7990,
    ACED 7530, and ACED 7510
Area of Concentration. .... **15 hours**
    ACED 7220, ACED 7230, ACED 7420,
    ACED 7810, and ACED 7820

Total Hours Required for the Degree ....**36 semester hours**

**DEPARTMENT OF COMMUNICATION
SCIENCES AND DISORDERS**
Dr. Corine C. Myers-Jennings, Department Head
Room 113, Communication Disorders Building

The Master of Education (M.Ed.) degree program in the Department of Communication Sciences and Disorders is designed to allow students to apply knowledge from the pre-professional degree while continuing to gain information regarding effective diagnosis of, and intervention for, clients with a variety of communication disorders and diverse needs. Students also concentrate on self-reflection regarding intervention, effectiveness, course content knowledge, and implementation of research to guide practice. The program includes the study of research methods and findings so that students become knowledgeable consumers of data and are prepared to engage in research activities. The program reflects the mission of the College of Education by developing skills in intervention and evidence-based practices.

The combination of academic coursework and practica prepares the successful candidate to meet the challenges of a career in speech-language pathology across a wide variety of medical and school-based settings. The degree in communication disorders is designed to meet current standards required for certification by the American Speech-Language-Hearing Association (ASHA), certification for public school service personnel, and state licensure.

Selected Educational Outcomes

1. Program graduates will demonstrate content knowledge concerning speech and hearing anatomy and physiology, normal speech and language development, communication disorders, and learning styles.
2. Program graduates will demonstrate ability to apply content and intervention skills by designing and implementing appropriate diagnostic and intervention techniques to meet client needs and developmental levels.

Examples of Outcome Assessments

1. Successful completion of the ASHA examination and/or written comprehensive exam.
2. Direct and indirect observations and ratings of interventions designed and implemented by students for clients with various disabilities and disorders in a variety of settings.

MASTER OF EDUCATION WITH A MAJOR IN COMMUNICATION DISORDERS

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

College of Education Core. .... **4 hours**
    CSD 5110 or RSCH 7100 .... 3 hours
    LEAD 7210   .... 1 hour

Major Curriculum. .... **56 hours**
    CSD 5010, CSD 5030, CSD 5040 .... 9 hours
    CSD 5050   .... 2 hours
    CSD 5060, CSD 5080 .... 6 hours
    CSD 5090   .... 3 hours
    CSD 5100, CSD 5120, CSD 5130 .... 9 hours
    CSD 5140, CSD 5160 .... 6 hours
    CSD 5190   .... 9 hours
    CSD 5210   .... 9 hours
    CSD 5200 or CSD 5230 Thesis .... 3 hours

Total Hours Required for the Degree .... **60 semester hours**

State certification rules require that all certified personnel in Georgia demonstrate satisfactory proficiency in computer skill. Students majoring in communication disorders who have not met this requirement at the undergraduate level may do so by completing ACED 2400 or ACED 7400.

**DEPARTMENT OF CURRICULUM,
LEADERSHIP, AND TECHNOLOGY**
Dr. Don Leech, Head
Room 202, Communication Disorders Building

The mission of the Department of Curriculum, Leadership, and Technology is to develop practitioners and researchers who are knowledgeable and skilled in improving schools and other learning organizations in our service region and beyond. To accomplish its mission, the department offers programs in curriculum and instruction at the doctoral level; educational leadership at the doctoral, specialist, and master's levels; and instructional technology at the specialist and master's levels. The department also offers a variety of certifications and endorsement programs. All programs are strongly supported by research courses offered within the department.

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

Programs offered in educational leadership lead to a Doctor of Education (Ed.D.) degree with a major in educational leadership, to an Education Specialist degree (Ed.S.) in educational leadership (performance-based building- or system-level options), and to a Master of Education degree (M.Ed.) with a major in either P-12 school leadership or higher education leadership. The department also offers a certification program in performance-based building- or system-level educational leadership and a teacher leader endorsement.

The educational leadership programs provide quality instruction, research, and service to prospective and practicing educational leaders in the university's service region and beyond. In particular, the Master of Education degree programs are designed to provide students with the basic knowledge, skills, and values to perform competently at entry-level leadership roles at the school building, school system, or higher education level. Students who complete the Education Specialist degree will be equipped with advanced knowledge and skills to perform competently as professionals in educational leadership. The doctoral program is intended to prepare students to assume active leadership roles in a variety of organizations. All programs emphasize ethical decision-making and leadership for change.

The instructional technology program is offered at the master's and specialist levels. The Master of Education (M.Ed.) degree program accepts qualified graduates from all disciplines and has two options: library media technology and technology applications. The library media technology program prepares students to be school media specialists and qualifies the graduate for S-5 certification. The technology applications

program prepares students to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

The Education Specialist (Ed.S.) with a major in instructional technology emphasizes leadership development and applied research skills in instructional technology practice and prepares students to meet present and future technological challenges within an educational organization.

DOCTOR OF EDUCATION WITH A MAJOR IN CURRICULUM AND INSTRUCTION

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

Selected Educational Outcomes

1. Students will initiate, manage, and evaluate the change process.
2. Students will establish an interdisciplinary, research-based approach to the investigation and solution of educational problems.
3. Students will demonstrate willingness to accept and act on cognitive and affective feedback for continuous improvement.

Examples of Outcome Assessments

1. Students will demonstrate skills in initiating, managing, and evaluating the change process through documentation of various components of their curriculum innovation projects. Skills are assessed through project documentation and observation by a faculty team.
2. Students' research skills will be assessed through the comprehensive exam and the dissertation which are both evaluated by a faculty committee.
3. Students will be assessed on their willingness to accept and act on cognitive and affective feedback from faculty and peers through observation and documentation of appropriate, timely, and thorough responses to feedback.

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

Area A: Disciplinary Studies. ....**9 hours**
    ACED 9400, CIED 9100, LEAD 9030

Area B: Educational Inquiry. .... **12 hours**
    RSCH 9820, RSCH 9840 .... 6 hours
    RSCH 9860, RSCH 9800 .... 6 hours

Area C: Major and Interdisciplinary Courses .... **21 hours**

    Curriculum and Instruction Core .... 6 hours

        EDUC 8030 and EDUC 8040

    Interdisciplinary .... 15 hours

        An advisor will be assigned to each student, based on
        the area of specialization. Within the program of study,
        a minimum of 3 hours must be taken from courses outside
        the College of Education. The advisor and the student
        will jointly complete an approved program of study to be
        followed.

Area D: Research and Dissertation. .... **9 hours**

    CIED 9999   .... 9 hours

Total Hours Required for the Degree .... **54 semester hours**

MASTER OF EDUCATION WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY

M.Ed. Degree—Library Media Technology Option Program

Selected Educational Outcomes

1. Students will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Students will use data and current research to inform their practices.
3. Students will create positive environments for student learning.
4. Students will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Examples of Outcome Assessments

1. Students will demonstrate content knowledge through passing the state-required content assessment.
2. Students will demonstrate their ability to use data and current research to inform their practice through completion of a comprehensive review of literature.
3. Students will demonstrate their ability to create positive environments for student learning during a faculty observation of their clinical practice.
4. Students will demonstrate their ability to positively impact P-12 learning through an instructional design project.

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

Program Corequisites: P-12 Children's Literature Course
                          Diverse Learners Course

Professional Education. .... **6 hours**
    RSCH 7100 or ITED 7070 .... 3 hours
    ITED 7100   .... 3 hours
Instructional Technology Core. .... **12 hours**
    ITED 7200, ITED 7300, ITED 7400, ITED 7500
Area of Specialization. .... **15 hours**
    ITED 7201, ITED 7202, ITED 7203 .... 9 hours
    CIED 7060   .... 3 hours
    Guided Elective .... 3 hours
Internship ITED 7299. .... **3 hours**

Total Hours Required for the Degree .... **36 semester hours**

M.Ed. Degree - Technology Applications Option Program

Selected Educational Outcomes

1. Students will demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making (AECT, Utilization Domain).
2. Students will demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resource, delivery system, and information management (AECT, Management Domain).
3. Students will demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics (AECT, Design Domain).

Examples of Outcome Assessments

1. Students will complete an electronic portfolio composed of specified materials including Introduction, Resume, Professional Goals Statement, Final Reflective Paper, and five captioned artifacts constructed by the candidate to demonstrate knowledge, skills, and competencies across content knowledge in all five domains of Instructional Technology.
2. Students will complete 120 hours in a field-based internship under the guidance of the university supervisor and a field mentor. The end report includes evidence of fulfillment of contracted activities linked to the domains of the field of instructional technology.
3. Students will complete an Instructional Design Project (IDP) in which they collaborate with a media specialist to analyze learners and the environment, state objectives, plan assessments, select and utilize media, require student response, assess student learning, and evaluate instruction.

Requirements for the M.Ed Degree—Technology Applications Option

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

Total Hours Required for the Degree .... **33 semester hours**

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY

Selected Educational Outcomes

1. Students will demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resource, delivery system, and information management (AECT, Management Domain).
2. Students will demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning (AECT, Evaluation Domain).
3. Students will demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making (AECT, Utilization Domain).

Examples of Outcome Assessments

1. Students will complete a literature review that synthesizes information regarding an instructional technology topic of interest, gathered from an extensive review of research from journals, books, and other sources, and is written at a graduate level, in APA format.
2. Students will plan and carry out an Action Research Project, including (a) the development of an action research proposal (ARP), (b) the implementation of the ARP, and (c) report of findings to learning community and school community.
3. Students will submit an Action Research Report documenting the utilization, management, and evaluation of a technology-based intervention used in the candidate's work environment.

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

Professional Education. .... **3 hours**
    ITED 8100
Instructional Technology Core. .... **12 hours**
    ITED 8200, ITED 8300, ITED 8400, ITED 8500
Research. .... **9 hours**
    ITED 8960, ITED 8970 and ITED 8999
Guided Elective . ... **3 hours**

Total Hours Required for the Degree .... **27 semester hours**

DOCTOR OF EDUCATION WITH A MAJOR IN EDUCATIONAL LEADERSHIP

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

Selected Educational Outcomes

1. Students will initiate, plan, manage, and articulate the change process in educational and educationally related settings.
2. Students will initiate needs assessments and will plan and implement with staff a framework for change.
3. Students will identify and evaluate the important elements of a problem situation by analyzing relevant information, framing problems, identifying possible causes, seeking additional needed information, framing and reframing possible solutions, and exhibiting conceptual flexibility.

Examples of Outcome Assessments

1. Students will develop a plan for change in educational and educationally related settings.
2. Students will report the results of a needs assessment focusing on an appropriate leadership problem.
3. Students will orally defend a doctoral dissertation that is grounded in, and that expands upon, the existing literature.

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

Area A: Disciplinary Studies. .... **9 hours**
    ACED 9400, CIED 9100, LEAD 9030

Area B: Educational Inquiry. .... **12 hours**
    RSCH 9820, RSCH 9840 .... 6 hours
    RSCH 9860, RSCH 9800 .... 6 hours

Area C: Major and Interdisciplinary Courses. .... **21 hours**
    Leadership Core .... 9 hours
        LEAD 9010, LEAD 9020, LEAD 9870
    Interdisciplinary ....12 hours
        An advisor will be assigned to each student, based on
        the area of specialization. Within the program of study,
        a minimum of 3 hours must be taken from courses outside
        the College of Education. The advisor and the student
        will jointly complete an approved program of study to be followed.

Area D: Research and Dissertation. .... **9 hours**
    RSCH 9999 .... 9 hours

Total Hours Required for the Degree .... 54 semester hours

MASTER OF EDUCATION WITH A MAJOR IN
PUBLIC SCHOOL LEADERSHIP (P-12)

Selected Educational Outcomes

1. Students will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Students will use data and current research to inform their practices.
3. Students will create positive environments for student learning.
4. Students will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Examples of Outcome Assessments

1. Students will demonstrate content knowledge through passing the state-required content assessment.
2. Students will demonstrate their ability to use data and current research to inform their practice through completion of a comprehensive review of literature.
3. Students will demonstrate their ability to create positive environments for student learning during a faculty observation of their clinical practice.
4. Students will demonstrate their ability to positively impact P-12 learning through a school improvement project.

Requirements for the M.Ed. Degree in
Public School Leadership (P-12)

Area A Leadership. .... **9 hours**
    LEAD 7020, LEAD 7310, RSCH 7100
Area B Curriculum and Instruction. .... **12 hours**
    LEAD 7110, LEAD 7120, LEAD 7130 .... 9 hours
    CIED 7060   .... 3 hours
Area C Management. .... **9 hours**
    LEAD 7230, LEAD 7420, LEAD 7220
Area D Field-based Activities .... **6 hours**
    LEAD 7920, LEAD 7930

Total Hours Required for the Degree .... **36 semester hours**

Prior to being recommended for a clear renewable Georgia leadership certificate, a candidate must meet the PSC Special Requirements (PSC Rule 505-2-20)–Identification and Education of Children with Special Needs; Proficiency in the Use, Application, and Integration of Instructional Technology; and pass the GACE Content Assessment in educational leadership.

MASTER OF EDUCATION WITH A MAJOR IN HIGHER EDUCATION LEADERSHIP

Selected Educational Outcomes

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

Examples of Outcome Assessments

1. Students will develop a written budget in response to established criteria.
2. Students will prepare a professional portfolio as evidence of their mastery of course content and ability to apply course content to real-world settings.
3. Students will write a narrative as part of their professional portfolio, in which they establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.
4. Students will successfully complete the requirements for their internships (LEAD 7921 and LEAD 7922).

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

Core Courses. .... **9 hours**
      PSYC 7860, RSCH 7100 .... 6 hours
      ACED 7400 or ACED 7600 .... 3 hours
Academic Concentration . ... **15 hours**
      LEAD 7800, LEAD 7810, LEAD 7820 .... 9 hours
      LEAD 7830, CIED 7440 .... 6 hours
Electives: choose two courses. .... **6 hours**
      ACED 7150, CIED 7200, ITED 7200, PSYC 7040,
      SCHC 7870, or other courses approved by advisor
Field Experiences. .... **6 hours**
      LEAD 7921 and LEAD 7922 .... 6 hours

Total Hours Required for the Degree .... **36 semester hours**

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN EDUCATIONAL LEADERSHIP

The performance-based specialist program offers candidates the opportunity to continue to develop their knowledge and skills through advanced and more specialized content designed specifically to address the candidates' leadership position and career goals. This degree has two options: building-level leadership and system-level leadership. The two tracks are differentiated by the performance component–the level at which the field-based component (residency) is completed.

Special Admission Requirements

1. Candidates must possess a leadership certificate and hold a master's or higher degree from a PSC-approved institution.
2. Candidates must submit an assurance form from a local school system identifying them as serving in a leadership role as defined by the PSC and supporting the performance-based residency requirements.

Selected Educational Outcomes

1. Students will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Students will use data and current research to inform their practices.
3. Students will create positive environments for student learning.
4. Students will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Examples of Outcome Assessments

1. Students will demonstrate content knowledge through passing the state-required content assessment.
2. Students will demonstrate their ability to use data and current research to inform their practice through completion of a comprehensive review of literature.
3. Students will demonstrate their ability to create positive environments for student learning during a faculty observation of their clinical practice.
4. Students will demonstrate their ability to positively impact P-12 learning through a school improvement project.

Requirements for the Ed.S. Degree with a Major in Educational Leadership
Performance-based Building Level or System Level

Area A Core. .... **9 hours**
    LEAD 8140, LEAD 8030, RSCH 8000
Area B Guided elective. .... **3 hours**
    LEAD 8510, LEAD 8520, LEAD 8620, LEAD 8410,
    LEAD 8630, LEAD 8230, LEAD 8240, or LEAD 8710
        The faculty advisor will collaborate with candidate and
        school system partners to identify an appropriate elective.

Area C Field-based Activities . ... **18 hours**
    LEAD 8920, LEAD 8930, LEAD 8940
    The above field-based activities will be conducted at either
    the building level or system level.

Total Required for the Degree .... **30 semester hours**

CERTIFICATION IN EDUCATIONAL LEADERSHIP (PERFORMANCE-BASED BUILDING LEVEL OR SYSTEM LEVEL)

The performance-based certification non-degree program offers candidates the opportunity to become certified in performance-based leadership (PL 6 or 7) at the building level or system level. The candidate must hold a specialist's degree or higher from an accredited or PSC-approved college or university and must be certified in educational leadership. The candidate must also submit an assurance form from a local school system identifying the candidate as serving in a leadership role as defined by the PSC and supporting the performance-based residency requirements.

Specialist Level Leadership Courses. .... **6 hours**

LEAD 8140, LEAD 8030, LEAD 8510, LEAD 8520, LEAD 8620,
LEAD 8410, LEAD 8630, LEAD 8230, LEAD 8240, or LEAD 8710
The faculty advisor will collaborate with candidates and school
system partners to identify appropriate courses based on
the candidates' prior professional knowledge and skills.

Field-Experience Activities. .... **18 hours**
LEAD 8920, LEAD 8930, LEAD 8940
The above field-based activities must be conducted at
either the building or system level. The two options
(building or system) are differentiated by the
performance component–the level at which the
residency is completed.

Total Required for Certification .... **24 semester hours**

Prior to being recommended for a clear renewable Georgia leadership certificate, a candidate must meet the PSC Special Requirements (PSC Rule 505-2-20)–Identification and Education of Children with Special Needs; Proficiency in the Use, Application, and Integration of Instructional Technology; and pass the GACE Content Assessment in educational leadership.

TEACHER LEADERSHIP ENDORSEMENT

The purpose of this endorsement is to prepare teachers for leadership roles within P-12 educational settings. Candidates will be prepared to develop leadership capacity, understand and lead change, lead efforts to improve curriculum and instructional programs, and provide coaching and mentoring for peer teachers. The candidate must hold a Georgia Level 5 or higher teaching, service, or leadership certificate or be enrolled in an approved Level 5 or higher (master's, specialist, or doctoral level) program. In order to be recommended to the PSC for a Teacher Leader Endorsement, the candidate must hold a Level 5 or higher certificate and complete an electronic portfolio of teacher leader experiences.

Required Courses. .... **9 hours**
LEAD 7020 or LEAD 8030. .... 3 hours
LEAD 7120 or LEAD 8630 .... 3 hours
LEAD 7110 .... 3 hours

**DEPARTMENT OF EARLY CHILDHOOD
AND SPECIAL EDUCATION**

Room 166, Education Center

The Department of Early Childhood and Special Education offers the Master of Education (M.Ed.) degree program with a major in early childhood education. The department offers an online Master of Arts for Teachers (M.A.T.) degree in special education with initial certification in special education adapted curriculum or special education general curriculum. An M.Ed. in early childhood special education general curriculum is offered for Valdosta State University students who have completed an undergraduate degree at VSU in early childhood special education general curriculum.

The M.Ed. program in early childhood education is designed to build upon the professional base of knowledge developed from the undergraduate curriculum. Candidates are expected to refine this base, developing abilities to deal with more of the intricate aspects of the teaching experience.

The Master of Arts for Teachers (M.A.T.) degree in special education is an online degree program designed for individuals who are seeking a master's degree and initial certification in special education. Candidates in the M.A.T. program in special education take courses online and must have a non-renewable certificate to teach or be able to spend approximately 20 hours per week in classrooms.

The M.Ed. degree in early childhood special education general curriculum program is a continuation of the VSU pre-professional B.S.Ed. program early childhood special education general curriculum. This program results in initial certification in early childhood special education general curriculum providing graduates with the ability to teach in early childhood classrooms or special education classrooms serving P-5 students in the general curriculum.

**MASTER OF EDUCATION DEGREE WITH A MAJOR IN
EARLY CHILDHOOD EDUCATION
and
MASTER OF EDUCATION DEGREE WITH A MAJOR IN
EARLY CHILDHOOD SPECIAL EDUCATION GENERAL CURRICULUM**

Selected Educational Outcomes

1. Students have an in-depth knowledge of the content that they teach.
2. Students select and use a broad range of instructional strategies and technologies that promote student learning; and they will clearly explain the choices they make in their practice.
3. Students reflect on their practice and are able to identify their strengths and areas of needed improvement.

4. Students analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Selected Outcome Assessments

1. Students will demonstrate the level of their content knowledge through performance on comprehensive examinations in coursework and evidence presented in an electronic portfolio.
2. Students will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode that will be included in their electronic portfolio.
3. Students will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Students will demonstrate their ability to positively impact P-5 learning through documentation presented in the electronic portfolio.

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

College of Education Core Courses . ... **7 hours**
    LEAD 7210 Ethics and Law .... 1 hour
    PSYC 7010 Learning and Assessment .... 3 hours
    RSCH 7100 Research Methodology in Education .... 3 hours
Early Childhood Education Core . ... **9 hours**
    ECED 7330 Issues and Trends in Early Childhood Educ ..... 3 hours
    ECED 7210 Assessment in Early Childhood Education .... 3 hours
    ECED 7320 Early Childhood Curriculum .... 3 hours
Reading Endorsement Courses . ... **0-8 hours**
    Students who enter the M.Ed. without the Reading Endorsement
    or equivalent undergraduate courses must take the following
    and one additional area of specialization:
    READ 7100 Trends and Issues in Reading .... 2 hours
    READ 7130 Comp. & Study Strategy Instruction .... 3 hours
    READ 7010 Diagnosis and Correction .... 3 hours
Area of Specialization. .... **9-20 hours**
    If students already have the Reading Endorsement, they must
    select two additional endorsements from the areas of specialization
    below:
    ESOL (ENGL 6000 Linguistics, ENGL 6000 Sociolinguistics, FLED 6800)
    Gifted (SPEC 5610, 7600, 6600, 6620)
    Preschool Special Ed (SPEC 5150, SPEC 5170, CSD 5010)
    Mathematics (MATH 5163, 5164, 5165, 5166)

Elective / Specialization. .... **0-3 hours**

Total Hours Required for the Degree .... **36 semester hours**

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

Requirements for candidates completing a VSU B.S.Ed. degree with a major
in Special Education–Early Childhood Special Education General Curriculum

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

Total Hours Required for the Degree .... **36 semester hours**

MASTER OF ARTS FOR TEACHERS (M.A.T.) WITH A MAJOR IN SPECIAL EDUCATION

Selected Educational Outcomes

1. Students know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students are able to analyze educational research findings and incorporate new information into their practice.
4. Students assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

1. Students will demonstrate content knowledge through passing the state-required content assessment.
2. Students will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Students will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-5 mentor teacher.
4. Students will demonstrate their ability to positively impact P-5 learning through documents placed in an electronic portfolio which may include teacher work samples and a capstone project.

**Requirements for the On-Line M.A.T. Degree with a
Major in Special Education — General Curriculum**

Admission Criteria: General Curriculum and Adapted Curriculum degrees

1. Undergraduate degree from accredited college or university.
2. GPA of at least 2.5 on all previous undergraduate work attempted.
3. Passing scores on GACE Basic Skills.
4. GRE score of not less than 800 on verbal and quantitative combined (minimum of 400 on verbal) and 3.0 on analytical writing.
5. Employment as a classroom teacher or ability to spend required amount of time in a classroom (minimum of 20 hours per week).

Requirements for the Option
* Prior to completion of M.Ed. and recommendation for initial certification, applicant must pass GACE Content Assessment.

Core Courses .... 21 hours
    SEGC 6000, SEGC 6040 .... 6 hours
    SEGC 6010, SEGC 6020, SEGC 6030 .... 9 hours
    SEGC 6100, SEGC 6110 .... 6 hours
Areas of Specialization .... 15 hours
    a. Deaf and Hard of Hearing (Students must enter with ASL
        proficiency on SCPI at an intermediate-plus level.)
        SPEC 5370, SPEC 5380, CSD 5450, SPEC 5310, SPEC 5320
or b. Interrelated Special Education
        READ XXXX (at least one course in teaching reading)
        SPEC 5610 (3 hours)
        Guided electives (9 hours of reading or math endorsement courses)
or c. Mental Retardation
        SPEC 5600, SPEC 5610, SPEC 5190, READ XXXX (at least one
        course in teaching reading, Guided elective (3 hours)
Total Hours Required for the Degree .... 36 semester hours

**Requirements for the On-Line M.A.T. Degree with a
Major in Special Education — Adapted Curriculum**

Core Courses .... 9 hours
    SEAC 6010, SEAC 5140, SEAC 5190 .... 9 hours

Area of Concentration .... 21 hours
    SEAC 5500, SEAC 5510, SEAC 5520, SEAC 5530 .... 12 hours
    SEAC 5540, SEAC 5550 .... 6 hours
    SEAC 5050 .... 2 hours
    Elective .... 1 hour

Research Core .... 6 hours
    SPEC 5030 .... 3 hours
    SEAC 6110 .... 3 hours

Total Hours Required for the Degree .... 36 semester hours

ENDORSEMENT FOR TALENTED AND GIFTED

Required Courses. .... 12 hours
SPEC 5610, SPEC 7600 .... 6 hours
SPEC 6600, SPEC 6620 .... 6 hours

ENDORSEMENT IN PHYSICAL AND HEALTH DISABILITIES

Candidates must have clear, renewable certificate in special education.

Required Courses. .... 11 hours
SPEC 5190, SPEC 5260, SPEC 5270 .... 9 hours
SEEC 5050 .... 2 hours

**DEPARTMENT OF KINESIOLOGY
AND PHYSICAL EDUCATION**
Dr. Mike Griffin, Head
Room 168, Physical Education Complex

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

Goals

The master's degree program in physical education strives:

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

Program Description

The Master of Education degree program in the Department of Kinesiology and Physical Education allows students to specialize in physical education. The program goes beyond regular courses with team-taught comprehensive and non-compartmentalized integrated instructional units, rather than the traditional 3-credit courses. Integration of related content utilizing diverse delivery systems and assessments within a comprehensive content structure offers opportunities for students to practice higher orders of thinking and to experience a greater variety of teaching and learning styles. Also, collapsing the traditionally taught content into larger units allows the flexibility required in order to efficiently and quickly respond to the changing needs of today's schools and the community. With the goal of educating better teachers, the graduate program offers students opportunities for integrated study and practice. It is the intent to offer an updated program that employs profession-specific technology for preparation of graduates to apply today's knowledge in tomorrow's practice. The aim is to cause changes in the physical education programs in the region toward the ultimate outcome of more healthful lifestyles among Georgia's youth.

Admission Requirements

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

Regular Status

Applicants applying for admission into the M.Ed. program in Health and Physical Education should have an undergraduate degree in Physical Education. Applicants seeking T-5 certification in Physical Education must have or be eligible for a clear renewable (professional) teaching certificate from any state in either physical education or health and physical education. Applicants should also understand that the curricular content and applied experiences within the M.Ed. program in Health and Physical Education are designed to prepare "master teachers."

Probationary Status and Irregular Status

Students from related fields such as exercise physiology, athletic training, and recreation will be considered by the Kinesiology and Physical Education Department Graduate Admissions Committee for probationary admission on a case-by-case basis. Any additional requirements or prerequisites may be determined by the committee. A letter of intent containing a brief description of the applicant's educational and experiential background, as well as a reflection on the reasons for selecting Valdosta State University and the future use of the degree may also be requested. A student may be admitted on probation or as an irregular student. Students should refer to the graduate catalog under classifications and admissions criteria for status definitions and information on the effects of admission status.

Outside Coursework

Candidates (regardless of status) who have been admitted to the M.Ed. degree program in health and physical education at VSU who take coursework outside this M.Ed. program may not apply that coursework toward the M.Ed. degree in health and physical education.

MASTER OF EDUCATION DEGREE WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION

Selected Educational Outcomes

1. Students in advanced teacher education programs have an in-depth knowledge of the content that they teach.
2. Students in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning; and they will clearly explain the choices they make in their practice.

3. Students in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Students in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Selected Outcome Assessments

1. Majors in advanced teacher education programs will demonstrate the level of their content knowledge through performance on comprehensive examinations or development and presentation of the electronic portfolio.
2. Majors in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode within the field experience assessment.
3. Majors in advanced teacher education programs will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Majors in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning or related areas through a project involving pre-assessment, instructional and practice intervention, and post-assessment data collection and interpretation.

Requirements for the Master of Education Degree with a Major in Health and Physical Education

Professional Education Core. .... **10 hours**
    RSCH 7100 Research Methodology in Education .... 3 hours
    PSYC 7010 Learning and Assessment .... 3 hours
    LEAD 7210 Ethics and Law .... 1 hour
    KSPE 7200 Contemporary Issues in Health and P.E. .... 3 hours

Health and Physical Education Concentration. .... **18 hours**
    KSPE 7160 Human Kinetics .... 6 hours
    KSPE 7170 Foundations of Physical Education .... 6 hours
    KSPE 7260 Professional Practices .... 6 hours
Guided Electives. .... **3 hours**
Capstone Course KSPE 7910. .... **2 hours**

Total Hours Required for the Degree .... **33 semester hours**

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

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION
Dr. Barbara Stanley, Head
Room 87, Education Building

The Department of Middle, Secondary, Reading, and Deaf Education is a multidisciplinary department offering the Master of Education (M.Ed.) degree in middle grades education, secondary education, reading education, and deaf education. An Educational Specialist (Ed.S.) degree in teaching and learning is offered for certified professional personnel who hold teaching (T) and service (S) certificates. All of these accredited programs are designed to build upon the professional base of knowledge developed from the undergraduate curriculum and are expected to develop abilities to deal with more of the intricate aspects of the teaching experiences.

The department offers a program in middle grades education (grades 4-8), in two concentrations selected from language arts, mathematics, science, reading, or social studies. Secondary education programs (grades 6-12) are offered in English, mathematics, biology, chemistry, physics, earth science, history, or political science. The programs promote professional development through a variety of experiences, including reflection and self-evaluation. Emphasis in the M.Ed. program is on refinement of instructional skills and the advanced candidate's development as a master teacher.

Valdosta State University students with B.S.Ed. pre-professional degree in deaf and hard-of-hearing have the option to do a fifth year master's program to earn initial certification.

The department also offers a Master of Education degree with a major in reading education, as well as the reading endorsement. The Alternative Certification for Teachers (ACT) program is a track of the middle grades education and the secondary education master's programs and is available for individuals already having content degrees and who desire teacher certification. The emphasis for this track is on the development of pedagogical, management, and curricular knowledge and skills needed to become effective teachers.

Three options are available: initial certification, the M.Ed. degree, or the M.A.T. (Master of Arts for Teachers) degree.

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

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

Selected Educational Outcomes

1. Students in advanced teacher education programs have an in-depth knowledge of the content that they teach.
2. Students in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning; they will clearly explain the choices they make in their practice.
3. Students in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Students in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Examples of Outcome Assessments

1. Majors in advanced teacher education programs will demonstrate the level of their content knowledge through satisfactory completion of content coursework.
2. Majors in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through a video self-analysis of instruction.
3. Majors in advanced teacher education programs will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Majors in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through a Teacher Work Sample (TWS) in the advanced portfolio.

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

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

MSED Specialization Courses. .... **12 hours**
    MSED 7000 and MSED 7010 .... 6 hours
    MSED 7650 .... 3 hours
    MSED 7800 .... 3 hours

Content Courses .... **18 hours**

    Appropriate graduate language arts, math, science, or
    social studies courses from College of Arts and Sciences,
    appropriate courses from the College of the Arts, or READ courses.

Total Hours Required for the Degree .... 37 semester hours

MASTER OF EDUCATION WITH A
MAJOR IN MIDDLE GRADES MATH AND SCIENCE
(On-line collaborative degree with North Georgia College and State University)

Admission Requirements

1.   Cumulative undergraduate minimum GPA of 2.5 on all undergraduate courses taken
2.   Clear and renewable teaching certificate
3.   Georgia passing scores on GACE or PRAXIS II content assessments

Core Courses. .... **15 hours**

    MGMS 7100, MGMS 7000 (VSU) .... 6 hours
    MGMS 7200, MGMS 7240, MGMS 7400 (NGCSU) .... 9 hours

Content Courses. .... **18 hours**

    MATH 5180, MATH 5190, MATH 6161 (VSU) .... 9 hours
    MGMS 7400, MGMS 7401, MGMS 7402 (NGCSU) .... 9 hours

Capstone Course .... **3 hours**

    MGMS 7670 Teaching Practicum

Total Required for the Degree .... 36 semester hours

MASTER OF EDUCATION WITH A
MAJOR IN SECONDARY EDUCATION

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

Professional Education Courses. .... **10 hours**

    MSED 7010, PSYC 7010, RSCH 7100 .... 9 hours
    LEAD 7210 .... 1 hour

Area of Concentration . ... **26-27 hours**

    MSED 7000 .... 3 hours
    MSED 7650 .... 2-3 hours
    MSED 7800 .... 3 hours
    Content Courses .... 18 hours*

        Appropriate graduate language arts, math, science, or
        social studies courses from College of Arts and Sciences,
        appropriate courses from the College of the Arts, or READ courses.

Total Hours Required for the Degree .... 36- 37 semester hours

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

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

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

ALTERNATIVE CERTIFICATION TRACK
Master's Program -- Middle Grades or Secondary Education

College of Education Core Courses .... **7 hours**
    LEAD 7210 .... 1 hour
    PSYC 7010 and RSCH 7100 .... 6 hours
    MGED 2999 or SEED 2999 .... 0 hours
MSED Specialization Courses .... **11-12 hours**
    MSED 7000, MSED 7010, MSED 7800 .... 9 hours
    MSED 7650 .... 2-3 hours
Alternative Certification Courses .... **18 hours**
    MSED 7001, 7002, 7003, 7004, 7006 .... 15 hours
    MSED 7005 .... 3 hours

Total Hours Required for the Degree .... **36-37 hours**

There are requirements in addition to the above that candidates must complete before being recommended for certification, including SPEC 3000 (or equivalent) and InTech certification (may be completed through public school certification, SEED 4010, ACED 3400, or ACED 7600).

Selected Educational Outcomes

In addition to the Outcomes listed for the Master of Education with a major in middle grades education or a major in secondary education, candidates in the Alternative Certification Track must:

1. demonstrate comprehensive understanding of planning and preparation, classroom and school environment, instruction, and professional responsibilities

2. demonstrate the competencies needed for recommendation for teacher certification

Examples of Outcome Assessments

In addition to the Outcome Assessments listed for the Master of Education with a major in middle grades education or a major in secondary education, candidates in the Alternative Certification Track will be assessed as follows:

1. Program graduates will be assessed by departmental faculty using a variety of instruments, such as the Accomplished Teacher Rubric, in the following areas: the candidates' abilities to demonstrate their competence in planning and preparation, establishing a positive classroom environment, instruction, and professional responsibilities. Additionally, their students' academic growth, school administrators' evaluations, and other class products will be assessed.
2. Program graduates will be assessed using the College of Education Observation Instrument, a review of the academic growth of their students, and an evaluation of their unit and management plans.

MASTER OF ARTS FOR TEACHERS
IN MIDDLE GRADES AND SECONDARY EDUCATION

College of Education Core Courses .... 7 hours
    LEAD 7210 .... 1 hour
    PSYC 7010 and RSCH 7100 .... 6 hours
    MGED 2999 or SEED 2999 .... 0 hours
MSED Specialization Courses .... 11-12 hours
    MSED 7000, MSED 7010, MSED 7800 .... 9 hours
    MSED 7650 .... 2-3 hours
Alternative Certification Courses .... 18 hours
    MSED 7001, 7002, 7003, 7004, ... 12 hours
    MSED 7020, MSED 7040 .... 6 hours

Total Hours Required for the Degree .... 36-37 hours

MASTER OF EDUCATION—ACCOMPLISHED TEACHING
(On-line collaborative degree with Columbus State and Georgia Southern Universities)
Admission Requirements
1. Cumulative minimum GPA of 2.5 on all undergraduate courses taken
2. Clear and renewable teaching certificate
3. Georgia passing scores on GACE or PRAXIS II content examinations

Core Courses. .... **9 hours**
    EDAT 7100, EDAT 7133, EDAT 6159 .... 9 hours
Georgia Framework Domains. .... **18 hours**
    EDAT 6226, EDAT 6115, EDAT 7132 .... 9 hours
    EDAT 6001, EDAT 7131, EDAT 6000 .... 9 hours
Approved Electives .... 9 hours

Total Required for the Degree .... 36 semester hours

MASTER OF EDUCATION WITH A MAJOR IN READING EDUCATION

Selected Educational Outcomes

1. Program graduates will develop an electronic portfolio that requires the application of information gained from a series of courses.
2. Program graduates will successfully complete the College of Education master's-level core curriculum with a grade of "B" or above.
3. Program graduates will develop portfolios that document successful use of content knowledge and research skills. Portfolios will contain evidence of planned learning experiences that employ the use of technology and that promote problem-solving and critical thinking skills. Portfolios will be assessed by teams of faculty members.
4. Program graduates will submit portfolios that include documentation of informal and formal assessment procedures and instruments used to measure pupils' knowledge of content. Portfolios are assessed by teams of faculty members.

Examples of Outcome Assessments

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

Requirements for the M.Ed. Degree in Reading Education

College of Education Core . ... **9 hours**
    LEAD 7210 Ethics and Law .... 1 hour
    PSYC 7010 Learning and Assessment .... 3 hours
    READ 7100 Trends & Issues in the Teaching of Reading .... 2 hours
    RSCH 7100 Research Methodology in Education .... 3 hours

Reading Education Core . ... **18 hours**
    READ 7110 Research and Theory in Reading .... 3 hours
    READ 7120 Word Identification, Vocabulary, and Spelling ... 3 hours
    READ 7130 Comprehension and Study Strategy Instr. .... 3 hours
    READ 7140 Methods of Teaching Writing .... 3 hours
    READ 7150 Issues in Using Literature in the Classroom ...... 3 hours
    READ 7180 Organizing & Supervising a...Reading Prog. ..... 3 hours

Guided Elective. .... **3 hours**

Capstone Experience (Practicum Courses) . ... **6 hours**
    READ 7160 Diagnosing Reading Difficulties .... 3 hours
    READ 7170 Correcting Reading Difficulties .... 3 hours

Total Hours Required for the Degree .... **36 semester hours**

GEORGIA READING ENDORSEMENT

This endorsement is available to any educator who holds a clear renewable teaching (T), service (S), or leadership (L) certificate. Individuals who hold the Reading Endorsement are in-field to teach reading at the grade level of their base certificate.

Requirements for the Reading Endorsement

    READ 7100 .... 2 hours
    READ 7010 and READ 7130 .... 6 hours
Total Hours Required for the Endorsement .... **8 semester hours**

MASTER OF EDUCATION DEGREEE IN DEAF EDUCATION

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

Requirements for candidates completing a VSU B.S.Ed. degree
with a major in Special Education–Deaf and Hard-of-Hearing

College of Education Core Courses .... **16 hours**
    RSCH 7100   .... 3 hours
    LEAD 7210   .... 1 hour
    SPEC 5010   .... 10 hours
    SPEC 5020   .... 2 hours

Concentration for Deaf & Hard of Hearing Education .... **20 hours**
    DEAF 5310, DEAF 5370, DEAF 5290, SPEC 5140 .... 12 hours
    DEAF 5450   .... 3 hours
    DEAF 5380   .... 4 hours
    SPEC 5230   .... 1 hour

Total Hours Required for the Degree .... **36 semester hours**

MASTER OF ARTS FOR TEACHERS WITH A MAJOR
IN SPECIAL EDUCATION–DEAF AND HARD OF HEARING

Admission Criteria
1. Undergraduate degree from accredited college or university
2. GPA of at least 2.5 on all previous undergraduate work attempted
3. Passing scores on GACE basic skills assessment
4. GRE score of not less than 800 on verbal and quantitative combined (minimum of 400 on verbal) and 3.0 on analytical writing.
5. ASL proficiency on SCPI at an intermediate-plus level.
6. Employment as a classroom teacher or ability to spend required amount of time in a classroom (minimum of 20 hours per week).

Selected Educational Outcomes

1. Students in special education/deaf education know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in special education/deaf education understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.
4. Students in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

1. Majors in special education/deaf education will demonstrate content knowledge through passing the state required content assessment in deaf education.
2. Majors in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence based strategies through development of lesson plans identifying use of research validated procedures and effective content pedagogy.
3. Majors in special education/deaf education will demonstrate skills in assessment, instructional strategies, use of technology and monitoring/ modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
4. Majors in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

Requirements for the M.A.T. in Special Education–Deaf Education

Prior to completion of the M.A.T and recommendation for initial certification, applicant must pass the GACE content assessment.

Candidates must attend one face-to-face orientation session on the VSU campus each semester.

Core Courses. ....**21 hours**
       SPEC 6000, SPEC 6040 .... 6 hours
       SPEC 6010, SPEC 6020, SPEC 6030 .... 9 hours
       SPEC 6100, SPEC 6110 .... 6 hours

Area of Specialization - Deaf and Hard of Hearing ....**15 hours**
      DEAF 5370, DEAF 5380, DEAF 5450,
      DEAF 5310, SPEC 5320

Total Hours Required for the Degree ....**36 semester hours**

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

Requirements for Admission:

1. Recommendation from two people knowledgeable of candidate's professional abilities
2. Letter of support from current administrator
3. Candidate's written statement of educational and leadership abilities and goals

Selected Educational Outcomes

1. Program graduates will use a variety of self-assessment techniques and self-reflection to determine personal strengths and areas to improve.
2. Program graduates will be able to develop and implement an action research project designed to improve the learning environment in schools.
3. Program graduates will compile an electronic portfolio, including work samples and artifacts that document mastery of program objectives.

Examples of Outcome Assessments

1. Program graduates' Professional Development Plans are evaluated using a departmentally developed rubric.
2. Program graduates' Action Research Projects and presentations are evaluated using a departmentally developed rubric.
3. Program graduates' electronic portfolios will be presented and reviewed in the Capstone Seminar.

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

Core Courses. .... **18 hours**
    EDUC 8010 .... 3 hours
    EDUC 8020, 8030, 8040, 8050, 8880 .... 15 hours

Specialization Courses (numbered 6000 & above). .... **9 hours**
    Themes to select from, in consultation with advisor:

Special Education	Reading
Technology	Content
Leadership	English as a Second Language (ESOL)

        Any combination of the above.

Total Required for the Degree .... **27 semester hours**

The Department of Psychology and Counseling provides programs of study at both the undergraduate and graduate levels. At the undergraduate level, the department offers B.A. and B.S. degrees with a major in psychology.

At the graduate level, the department offers the M.S. degree in clinical/counseling or industrial/organizational psychology. Graduates are prepared to perform services in mental health settings, businesses, community colleges, government or industries, which require graduate training in psychology at the subdoctoral level.

The department also offers programs leading to the M.Ed. and Ed.S. degrees with a major in school counseling and the Ed.S. degree with a major in school psychology. These programs train and endorse program graduates specifically for employment in the public school setting. Students in these programs are required to satisfy all Georgia Professional Standards Commission requirements for certification as a component part of the degree programs. These programs are approved by the Georgia Professional Standards Commission and the College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Ed.S. program with a major in school psychology is also approved by the National Association of School Psychologists (NASP).

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

Admission Requirements for the Master of Science Degrees

A. Regular Admission. To be considered for admission, the applicant must submit the following:

1. An appropriate undergraduate degree. Usually those holding either the B.S. or B.A. degree in psychology, or an undergraduate degree in a related field, with a minimum of 15 semester hours in psychology, would meet this requirement. Specific prerequisite courses will be determined by the department admissions committee.

2. The applicant must have earned a minimum 3.0 undergraduate GPA, on a 4.0 scale, calculated on all work attempted in which letter grades were awarded, and must present a minimum score of 1000 on the combined Verbal and Quantitative sections of the Graduate Record Examination (GRE), with neither score below 400.

3. Three letters of recommendation from professionals acquainted with the applicant's academic or vocational background and interests. These letters must reflect the ability, interest, and motivation of the applicant to be successful in the program of study and the career field.

4. A written statement of no more than 250-500 words describing the applicant's interest in this program and post-degree plans. This written statement must demonstrate articulation, writing skill, and goals consistent with the outcomes of the degree program.

B. Probationary Admission

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

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

or

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

Departmental Requirements in addition to University Admission Requirements

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

Retention Policy

The university faculty has the duty and responsibility to provide the public with ethical and competent practitioners. To achieve these goals, the university adopts selective admissions, retention, and graduation policies. The delivery of psychological and counseling services, especially of a clinical nature, in schools, mental health settings, and organizations requires the practitioner to meet both academic and professional standards of competence. Accordingly, the faculty of the Department of Psychology and Counseling has adopted requirements that candidates must meet in order to graduate from one of the department's graduate programs. These requirements include that candidates must demonstrate professionally appropriate behavior and may be terminated for academic and non-academic reasons. The complete policy is available at the following website <http://www.valdosta.edu/coe/psychology/retention.shtml>.

Academic progress is determined by grades earned in the program of study for which the candidate is currently enrolled, as well as performance on comprehensive examinations as required by the specific program. No grade below a "C" will be credited toward a graduate degree offered by the Department of Psychology and Counseling. Candidates will be dismissed from the program if they accumulate three or more academic deficiency points. A grade of "C," while credited toward the degree, will result in one deficiency point. A grade of "D" is two deficiency points; a grade of "F" or "WF" or "U" is three deficiency points. Candidates must have a grade point average of at least 3.0 in the departmental program of study to graduate. If a candidate wishes to withdraw from a class with a grade of "WP," it is the candidate's responsibility to initiate and complete the withdrawal process prior to the midterm deadline. "WP" grades do not affect academic deficiency points or grade point average.

MASTER OF SCIENCE WITH A MAJOR IN CLINICAL/COUNSELING PSYCHOLOGY

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

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

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

Required Classes. .... **33 hours**
      PSYC 7100 Intellectual Assessment .... 4 hours
      PSYC 7110 Personality Assessment .... 4 hours
      PSYC 7200 Psychopathology .... 3 hours
      PSYC 7400 Counseling Theory and Practice .... 3 hours
      PSYC 7450 Group Counseling .... 3 hours
      PSYC 7900 Pre-Practicum .... 3 hours
      PSYC 7971 Clinical/Counseling Psyc. Practicum I .... 2 hours
      PSYC 7972 Clinical/Counseling Psyc. Practicum II .... 2 hours
      PSYC 8000 Research Design and Analysis .... 3 hours
      PSYC 8600 or PSYC 8610 .... 3 hours
      PSYC 8800 Legal and Ethical Issues in Psychology .... 3 hours

Guided electives. .... **12 hours**

Total hours required for the degree .... **45 semester hours**

MASTER OF SCIENCE WITH A MAJOR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

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

**Requirements for Master of Science Degree with a
Major in Psychology**

Required Courses. .... **34 hours**

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

Guided Electives. .... **11 hours**

Total hours required for the degree .... 45 semester hours

MASTER OF EDUCATION DEGREE WITH A
MAJOR IN SCHOOL COUNSELING

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

Admission and Program Information

The School Counseling Program requires a minimum of 48 hours of course work. Applicants who do not have competencies in curriculum and computer technology will be required to complete courses in those areas. In addition, certification in school counseling by the Georgia Professional Standards Commission requires the completion of a special education course. Admission to the program is not guaranteed, even though an applicant may have met the minimum admission standards.

To be considered for admission, the applicant must

1. hold an appropriate undergraduate degree from an accredited university
2. meet GPA and Aptitude Test Score requirements of other College of Education M.Ed. applicants
3. submit three letters of recommendation from professionals acquainted with the applicant's academic or vocational background and interests. These letters must reflect the ability, interest, and motivation of the applicant to be successful in the program of study and the career field.

4. Complete an admission interview with faculty and members of the school counseling program advisory committee. This interview will focus on the assessment of factors such as emotional maturity, professional experience, readiness for the program, life experiences, dispositions, compatibility with department goals, and communication and interpersonal skills.

    a. Only those applicants who have submitted all admission materials will be able to attend the interview.

    b. During this interview, applicants will be required to complete a written statement of 250-500 words describing their interest in this program and their plans post-degree. This statement must demonstrate articulation, writing skill, and aims consistent with the mission of the degree program.

Remediation Process

Steps 1-3, below, constitute "due process." Student are advised of the areas that need improvement and the actions needed to improve these areas, are given an opportunity to correct the problems they are experiencing, and are made aware of the possible consequences of failure to make improvements in the areas in which they are experiencing difficulty.

Step 1: Faculty regularly confer about the progress of each student in the School Counseling Program. When a student is experiencing difficulties, the student's advisor gathers relevant documentation identifying any particular problems the student is experiencing. Students are informed that this information is being gathered. The written documentation gathered includes grades, coursework, semester reports, and information from the student's advisor, instructors, site supervisors, and other school personnel who have had contact with the student.

Step 2: The faculty advisor then meets with the student, summarizes the documentation gathered, and discusses the problem with the student.

Step 3: When appropriate, a written remediation plan will be approved by the advisor and two other program faculty members. This plan will clearly state:

a. specific areas needing improvement
b. specific changes that are expected
c. the steps needed to make the outlined changes
d. the time frame in which the changes must be made
e. that failure to remediate may result in termination from the program.
f. the appeals process

Selected Educational Outcomes

1. Program graduates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to the M.Ed. in school counseling.
2. Program graduates will demonstrate content knowledge necessary to perform as a school counselor.
3. Program graduates will perform successfully as a pre-professional school counselor.

Examples of Outcome Assessments

1. Candidates will successfully pass the Comprehensive Professional Counseling Examination.
2. Candidates' Comprehensive Developmental School Counseling Program Portfolio will be evaluated by faculty using established criteria.
3. Candidates will be evaluated by faculty using established criteria in the M.Ed. school counseling internship.

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

Core. .... **9 hours**
    LEAD 7210 Ethics and Law .... 1 hour
    SCHC 7800 Orientation to Counseling
        as a Profession .... 2 hours
    RSCH 7100 Research Methodology in Ed .... 3 hours
    PSYC 7020 Conditions of Learning .... 3 hours

Concentration. .... **39 hours**
    PSYC 7030 Measurement and Evaluation .... 3 hours
    *SCHC 7400 Counseling Theory/Practice .... 3 hours
    *SCHC 7420 Counseling Children and Adolescents .... 3 hours
    *SCHC 7450 Group Counseling .... 3 hours
    *SCHC 7820 Career Counseling .... 3 hours
    *SCHC 7900 Pre-Practicum .... 3 hours
    PSYC 8250 Developmental Psychology .... 3 hours
    *SCHC 7470 Counseling Culturally Diverse Populations ..... 3 hours
    SCHC 7820 Comprehensive School Counseling .... 3 hours

*Cross-listed with PSYC courses
    SCHC 7830 Consultation and Advocacy
        in School Counseling .... 3 hours
    SCHC 7981 School Counseling Practicum I .... 3 hours
    SCHC 7991 School Counseling Internship I .... 3 hours
    SCHC 7992 School Counseling Internship II .... 3 hours

Total Hours for Required for the Degree .... 48 semester hours

Competency Requirements
    Competency requirements in curriculum and computer usage must be demonstrated. Those not meeting the competency requirements by demonstrating skill level or completed course work will take course(s) in the following areas:
        Education: Special Education (SPEC 3000), Curriculum (CIED 7060), and
        Computers (ACED 2400)

EDUCATION SPECIALIST DEGREE WITH A
MAJOR IN SCHOOL COUNSELING

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

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

Admission Requirements

1. An applicant must be a certified school counselor in the state of Georgia or hold the credentials to be certified. If a student does not hold the credentials to be certified in the state of Georgia, all coursework needed for certification must be completed prior to beginning coursework for the Ed.S.
2. An applicant must have one year experience working as a certified school counselor in a school setting. The one year of experience may not include practica and internships.
3. An applicant will not be admitted with a grade point average of less than 3.0 on all previous graduate work attempted.
4. An applicant will not be admitted with a Graduate Record Examination (GRE) score of less than 850 (verbal portion plus either quantitative or analytical portion). The score on the verbal section may not be less than 400. A minimum score of 390 on the Miller Analogies Test to be admitted to the Ed.S. Program in school counseling.
5. Only "Regular" admission status will be used for entry into the Education Specialist degree in school counseling. Graduate work taken prior to admission to an Education Specialist Degree Program will not be counted toward the degree requirements

Selected Educational Outcomes

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

Examples of Outcome Assessments

1. Candidates will be assessed by performance in Ed.S. level courses.
2. Candidates will be assessed by a faculty member using a standard observation and evaluation form in the Ed.S. School Counseling Practicum.
3. The process of developing the thesis and the results of the thesis will be evaluated by faculty using established criteria.

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

Core. .... **9 hours**
    PSYC 5500 Statistical Methods in Psychology .... 3 hours
    RSCH 8000 Advanced Research Methodology .... 3 hours
    SCHC 8999* Thesis .... 3 hours

Required Advanced Counseling Courses. .... **18 hours**
    SPEC 5140 Collaborative Roles in Education .... 3 hours
    PSYC 8200 Child Psychotherapy .... 3 hours
    SCHC 7120* Academic and Behavioral Assessment .... 3 hours
    SCHC 8150* Behavioral Health Care Systems .... 3 hours
    SCHC 8400* Special Topics in School Counseling .... 3 hours
    SCHC 8991* School Counseling Practicum I .... 3 hours

    * Cross-listed with PSYC

Total Hours for Required for the Degree .... 27 semester hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN SCHOOL PSYCHOLOGY

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

1. Candidates will successfully develop written responses to Comprehensive Examination questions that require the application of the knowledge gained from a series of courses. The written responses will be evaluated by faculty using established criteria.
2. Candiates will be assessed by successfully passing the GACE Content Assessment.
3. Candidates will be assessed by a faculty member using a standard observation and evaluation form in the Ed.S. School Psychology Internship.
4. The process of developing the thesis and the results of the thesis will be evaluated by faculty using established criteria.

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

Foundation Courses .... 9 hours
      PSYC 7000 .... 3 hours
      PSYC 7020 or PSYC 8600 .... 3 hours
      PSYC 8250 .... 3 hours
Assessment for Intervention .... 9 hours
      PSYC 7100, PSYC 7120 .... 8 hours
      PSYC 8140 .... 1 hour
Clinical Practice: Transition and Behavior Change .... 21 hours
      PSYC 7200, PSYC 8200, PSYC 7400 .... 9 hours
      PSYC 7420, PSYC 8150 .... 6 hours
      PSYC 8610 or SPEC 5100 or SPEC 5540 .... 3 hours
Research Methodology .... 12 hours
      PSYC 5500, RSCH 8000 .... 6 hours
      PSYC 8500, PSYC 8999 .... 12 hours
Curriculum and Programs .... 6 hours
      SPEC 5140 .... 3 hours
      PSYC 8020 .... 3 hours
Practicum and Internship .... 9 hours
      PSYC 7791, 7792, 7793, 7794, 7795 .... 5 hours
      PSYC 8891, 8892, 8893, 8894 .... 4 hours
Cultural and Legal Aspects .... 6 hours
      SCHC 7470 and PSYC 8800 .... 6 hours

Total Hours Required for the Degree .... 72 semester hours*

    *An appropriate master's degree serves as a platform for the Ed.S. of 27 hours. Total hours for the program add up to 72 hours. Program requirements for GA PSC and NASP accreditation are listed above. The specific courses required for completion of Ed.S. Degree will be determined by transcript evaluation.

HARLEY LANGDALE, JR.
COLLEGE OF BUSINESS ADMINISTRATION
Dr. L. Wayne Plumly, Jr., Acting Dean.
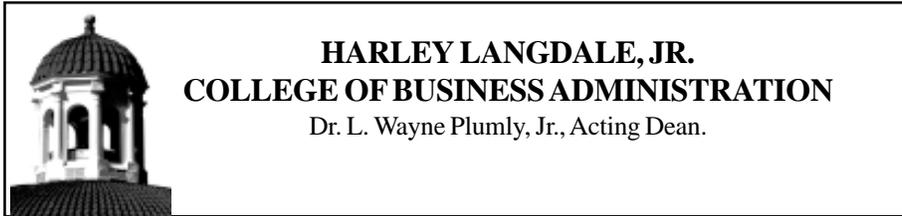
Dr. Mel E. Schnake, MBA Director
208 Pound Hall

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

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

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

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

MBA DEGREE POLICIES AND PROCEDURES

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

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

Admission Process

The MBA Director and the MBA Committee, made up of all MBA faculty, make admissions decisions. Applicants must have earned an undergraduate degree from an accredited or approved college or university.

For Regular Admission consideration, a student must achieve (1) a score of at least 1100 on the standard formula (GPAx200) + GMAT, (2) a GMAT score of at least 480, and (3) an undergraduate GPA of at least 3.0 (on a 4.0 scale).

For Probationary Admission consideration, a student must achieve (1) a score of at least 1050 on the standard formula, (2) a GMAT score of at least 450, and (3) an undergraduate GPA of at least 2.5 (on a 4.0 scale).

If a student's first language is not English, a TOEFL score of at least 523 (193 on the computer-based test) is needed for admission consideration.

For WebMBA applicants, at least two years of business work experience are also required. In assessing a candidate's likelihood of successfully completing the MBA or WebMBA programs, the MBA Committee takes the entire application packet into account.

Course Transfers

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

Retention Requirements

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

Graduation Requirements

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

MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM

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

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

MBA Prerequisites

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

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

MBA Course Requirements

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

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

Course Load

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

Program Costs

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

MBA Learning Goals

MBA students will be:

1. Competent in the business disciplines, using appropriate accounting, marketing, economics, quantitative methods, organizational behavior, finance, or production knowledge and tools to make a business decision in that functional area.

2. Critical thinkers, using concepts from strategic management to integrate relevant information, decision-making techniques, and concepts from multiple business functions to make decisions in new or unpredictable environments.
3. Effective communicators, using information technology and oral and written skills to enhance decision making through better communication.
4. Proficient in making ethical and legal decisions, recognizing cultural differences in the legal and ethical implications of business decisions.
5. Globally cognizant, identifying management issues in a global environment with disparate business views and culturally diverse customers and employees.
6. Team players and leaders, demonstrating the team and leadership skills needed to make a business decision.

Examples of Goal Assessments

1. Students complete knowledge tests related to relevant learning objectives for each course.
2. Students complete class exercises, group projects and present cases in oral and written form
3. Faculty observe and rate students on teamwork and leadership skills.

GEORGIA WEBMBA® PROGRAM
"GEORGIA'S MBA FOR THE NEW MILLENNIUM"

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

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

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

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

Course	VSU Course Number
Principles of Microeconomics	ECON 2106
Principles of Accounting I	ACCT 2101
Principles of Accounting II	ACCT 2102
Applied Business Statistics	BUSA 2100
Financial Management	FIN 3350

The following four courses are recommended for students who do not have an undergraduate degree in business:

Principles of Macroeconomics	ECON 2105
The Environment of Business	BUSA 2106
Introduction to Marketing	MKTG 3050
Management and Organization Behavior	MGNT 3250

The WebMBA program offers self-teaching CD modules that may be used to satisfy the required and recommended course requirements.

WebMBA Courses

The WebMBA graduate curriculum consists of the following 10 three-hour courses offered exclusively by Vista, plus a required, on-site student orientation course at Kennesaw State University. The fee for the student orientation course is $525, subject to change.

WMBA 6000 Human Behavior in Organizations .... 3 hours
WMBA 6010 Managerial Accounting .... 3 hours
WMBA 6020 Managerial Communications .... 3 hours
WMBA 6040 Managerial Decision Making .... 3 hours
WMBA 6050 Strategic Marketing .... 3 hours
WMBA 6100 Productions and Operations Management .... 3 hours
WMBA 6060 Managerial Finance .... 3 hours
WMBA 6080 Management Information Systems .... 3 hours
WMBA 6030 Global and International Business .... 3 hours
WMBA 6110 Business Strategy .... 3 hours
Total Course Hours .... 30 hours

Course Load

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

Special WebMBA Program Costs

Students accepted by Valdosta State University for the WebMBA program will enroll and pay for all classes through VSU. Program tuition will be $1,638 per three-semester-hour course ($546 per student credit hour) for both in-state students and out-of-state students. Additionally, each student is required to have the necessary computer hardware, software, and internet connection to complete the program. Details of these computer requirements are listed on the WebMBA web site <http://www.webmbaonline.org>.

Common Platform

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

The WebMBA Degree

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

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

Assistant Dean: Mr. Mike Savoie
Department of Art: Mr. A. Blake Pearce, Head
Department of Communication Arts: Dr. Carl Cates, Head
Department of Music: Dr. James A. Shrader, Head

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

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

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

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

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

DEPARTMENT OF ART
Mr. A. Blake Pearce, Head
Room 109, Fine Arts Building

The Department of Art, in conjunction with the Department of Middle, Secondary, Reading, and Deaf Education, offers the Master of Education degree with a major in secondary or middle grades education–teaching field ART.

Students entering the Master of Education degree have already met initial certification requirements for art education, Field 11, and consequently, have the necessary foundations in art and professional education for advanced study. In their graduate work, students working in the art content area are required to take 21 hours of art, art history, and art education or other related courses within the content and specialization requirements for the degree. This degree track includes 9 semester hours of graduate art education courses taught by art education faculty. Required art education courses include an advanced seminar concerned with developments in philosophy of education and with contemporary problems in art education (ARED 7500). ARED 7450 includes a review of curriculum developments, teaching methodology, innovations, and multidisciplinary concepts as they relate to contemporary needs and developments in art and art education.

Course work for the primary content courses of the program is chosen from among the advanced courses in studio, art/design history, analysis, criticism, philosophy of art, art education. The track requires a minimum of one advanced course in art/design history, one in studio, and one in art/design analysis.

Students are expected to complete a final project indicating achievement within a specialized area of inquiry pertaining to the classroom.

Students enrolled in the art track will be expected to work with the faculty in Art Education and Middle, Secondary, Reading, and Deaf Education Departments to facilitate advising and portfolio development.

Selected Educational Outcomes for Advanced Teacher Education Programs

1. Students in advanced teacher education programs have an in-depth knowledge of the content that they teach.
2. Students in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning and will clearly explain the choices they make in their practice.
3. Students in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Students in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Selected Program Assessments (Advanced Teacher Programs)

1. Majors in advanced teacher education programs will demonstrate the level of their content knowledge through performance on comprehensive examinations or completion of capstone project.
2. Majors in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode.
3. Majors in advanced teacher education programs will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Majors in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through documentation of student performance and achievement in an electronic portfolio.

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

—ART EDUCATION TRACK

College of Education Core Courses .... 7 hours
    LEAD 7210 .... 1 hour
    PSYC 7010 and RSCH 7100 .... 6 hours
MSED Specialization Courses .... 11 hours
    MSED 7000, ARED 7500 , and MSED 7800 .... 9 hours
    MSED 7650 .... 2 hours
Content Courses .... 18 hours
    ARED 7450 and ARED 7670 .... 6 hours
    Art History Elective .... 3 hours
    Art Studio / Art History / Art Education Electives .... 9 hours

Total Hours Required for the Degree .... 36 hours

DEPARTMENT OF MUSIC
Dr. James A. Shrader, Head
Room 259, Fine Arts Building

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

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

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

MASTER OF MUSIC EDUCATION

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

Special Admission Requirements

Students must have completed an undergraduate major in music education and hold or be eligible for the Georgia T-4 teacher certification. Students with Bachelor of Music degrees with majors other than music education must achieve the Georgia T-4 certification before beginning the M.M.Ed.

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

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

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

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

Special Retention Requirements

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

Special Graduation requirements

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

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

Requirements for the Master of Music Education degree

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

Required Courses in Music and Music Education. .... **15 Hours**
    MUSC 7010 Music Theory .... 3 hours
    MUSC 7020 Music History .... 3 hours
    MUE 7640 General Music Curriculum .... 3 hours
    MUE 7680 Foundations of Music Education .... 3 hours
    One of the following: .... 3 hours
        MUE 7610 Choral Music Curriculum
        MUE 7600 Instrumental Music Curriculum

Guided Electives. .... **11 hours**
    Credits for private applied music lessons and music ensembles
    may not exceed a total of four hours. Electives may include a
    thesis of six credit hours (MUE 7999).

Total Required for the Degree .... **36 semester hours**

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

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

MASTER OF MUSIC IN PERFORMANCE

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

Special Admission Requirements

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

Vocal majors will be required to take a proficiency examination in German, French, and Italian diction during the audition process. Remedial work for no graduate credit may be required, based on the results of this examination.

Special Retention Requirements

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

Special Graduation Requirements

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

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

Requirements for the Master of Music in Performance

Applied Music, Literature, Pedagogy. .... **16 hours**
       Applied Music (a four-hour course in a single major
       applied performance area taken four semesters)
       Performance Areas (4 semester hours per course):

MUSC 7240 Private Piano	MUSC 7440	Private Voice
MUSC 7640 Private Brass	MUSC 7940	Private Woodwinds
MUSC 7540 Private Percussion	MUSC 7340	Private Strings
MUSC 7740 Private Conducting	MUSC 7777	Private Collaborative Piano

Required Music Core Courses. .... **9 hours**
       MUSC 7010 Music Theory .... 3 hours
       MUSC 7020 Music History .... 3 hours
       MUSC 7050 Music Research and Bibliography .... 2 hours
       Advanced Pedagogy: MUSC 7721(piano), 7731 (percussion),
          7732 (brass), 7733 (woodwinds), 7734 (strings),
          7750 (vocal), 7778 (collaborative piano) .... 1 hour

Music Ensembles and Guided Electives .... **11 hours**
     Minimum of 4 hours in Music Ensembles
     Minimum of 5 hours in Guided Electives

Total Required for the Degree .... **36 semester hours**

Applied Music:

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

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

COLLEGE OF NURSING

Anita G. Hufft, Ph.D., R.N., Dean
Room 224, S. Walter Martin Hall
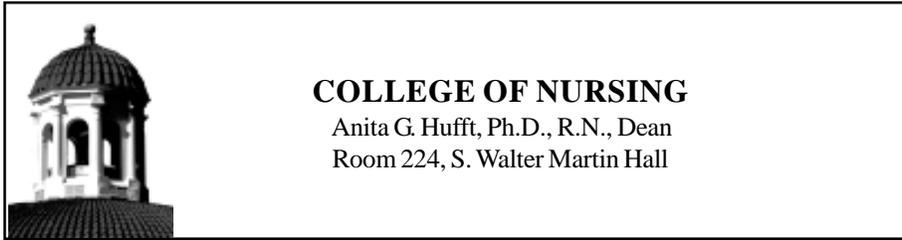
The College of Nursing offers a program that leads to a Master of Science in Nursing (M.S.N.) degree.

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

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

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

Requirements for the Master of Science in Nursing Degree

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

Core Courses . ... **9 hours**

    NURS 7100 Pathophysiology .... 3 hours

    NURS 7110 Theories Used in Nursing .... 2 hours

    NURS 7120 Nursing Research .... 3 hours

    NURS 7130 Seminar in Issues & Health Policy .... 1 hour

Clinical Focus Courses . ... **12 hours**

    Advanced Nursing of Growing Families

      NURS 7211 Advanced Nursing Care

            with Growing Families .... 6 hours

      NURS 7312 Advanced Nursing Care with Growing

            Families During Health Crisis .... 6 hours

    Advanced Nursing of Adults

      NURS 7231 Advanced Nursing for Health Promotion

            of Adults .... 3 hours

      NURS 7332   Advanced Nursing for Health

            Restoration of Adults .... 3 hours

      NURS 7231K ANHPA Clinical laboratory .... 3 hours

      NURS 7332K ANHPA Clinical laboratory .... 3 hours

    Psychiatric/Mental Health Nursing

      NURS 7251 Mental Health Nursing with Person .... 6 hours

      NURS 7352 Mental Health Nursing with Persons .... 6 hours

Role Option Courses . ... **9 hours**

    Education

      NURS 7321 Curriculum Design for Nursing .... 3 hours

      NURS 7422 Teaching Strategies for Nursing .... 6 hours

    Nursing Administration

      NURS 7331 Nursing Administration: Roles & Theories .. 3 hours

      NURS 7432 Nursing Administration: Implementation

            of Role .... 6 hours

    Care Manager

      NURS 7341 Care Manager: Roles and Theories .... 3 hours

      NURS 7442 Care Manager: Implementation of Role .... 6 hours

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

    NURS 7463 Thesis .... 1-6 hours

    NURS 7473 Project .... 1-6 hours

Total Required for the Degree .... **36 semester hours**

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

Completed graduate school application deadlines (including all required documents):
February 15   for Fall Semester
September 15   for Spring Semester

Special Admission Requirements

1. Must have graduated from a NLNAC-accredited or CCNE-accredited Bachelor of Science in Nursing program.
2. Minimum score of 400 on the verbal section and minimum score of 3.5 on the analytical writing section of the Graduate Record Examination (GRE). If the GRE was completed within the past five years and before October 1, 2002, then a combined minimum score of 800 on the verbal and analytical sections will be accepted. A Miller Analogies Test (MAT) score of 400 or higher (or equivalent) will be accepted as an alternative to the GRE.
3. GPA of 3.0 or higher on a 4.0 point scale
4. Evidence of Georgia licensure.
5. Documentation of current health and accident insurance
6. Three letters of recommendation from persons whose observations of applicant's character and abilities are current.

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

Special Retention Requirements

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

Special Graduation Requirements

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

Adult Health Nurse Practioner Program

Semester One .... **9 hours**
(Statistics course and Advanced Health Assessment course are criteria for admission.)
    NURS 7100 Pathophysiology .... 3 hours
    NURS 7110 Theories Used in Nursing .... 2 hours
    NURS 7120 Nursing Research .... 3 hours
    NURS 7130 Seminar in Issues and Health Policy .... 1 hour
Semester Two .... **9 hours**
    NURS 7231 Health Promotion of Adults .... 3 hours
    NURS 7231L Health Promotion of Adults: Lab .... 3 hours
    NURS 7230 Pharmacotherapeutics .... 3 hours
Semester Three .... **10 hours**
    NURS 7332 Health Restoration of Adults .... 3 hours
    NURS 7392 Health Restoration of Adults–Clinical Lab .... 3 hours
    NURS 7391 Diagnostic and Therapeutic Parameters .... 4 hours
Semester Four .... **9 hours**
    NURS 7492 Therapeutic Intervention and Role Impl. ... . 6 hours
    NURS 7860/7870 Thesis/Project .... 3 hours
Semester One .... **11 hours**
    NURS 7860/7870 Thesis/Project .... 3 hours
    NURS 7590 Nurse Practitioner Practicum .... 6 hours
    NURS 7594 Synthesis Seminar .... 2 hours

Total Required for the Degree .... **48 semester hours**

Certificate Curriculum Pathway for Advanced Placement Students
(those already holding the M.S.N. in Adult Health Nursing)

Semester One .... **9 hours**
    NURS 7060 Advanced Practice Nursing with Adults .... 3 hours
    NURS 7291 Advanced Nursing Health Promotion .... 3 hours
    NURS 7230 Pharmacotherapeutics .... 3 hours
Semester Two .... **13 hours**
    NURS 7392 Health Restoration of Adults–Clinical Lab .... 3 hours
    NURS 7391 Diagnostic and Therapeutic Parameters .... 4 hours
    NURS 7492 Therapeutic Intervention and Role Impl. ... . 6 hours
Semester Three .... **8 hours**
    NURS 7590 Nurse Practitioner Practicum .... 6 hours
    NURS 7594 Synthesis Seminar .... 2 hours

Total Required for the Program .... **30 semester hours**

DIVISION OF SOCIAL WORK

Dr. Martha Giddings, Director
Pine Hall

The Division of Social Work offers a Master of Social Work degree. Social Work is a profession committed to improving the quality of life for all individuals. Social workers perform a variety of roles in many settings and are eligible for professional certification and state licensure. The Master of Social Work degree program at Valdosta State University is designed to prepare students for advanced generalist practice in rapidly changing environments.

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

MASTER OF SOCIAL WORK

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

Special Admission Requirements

Admission is based on student's overall achievement. Application to the Master of Social Work degree program requires:

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

Additional Admission Requirements for Advanced Standing (AS) Students
1. Applicant must have a B.S.W. degree received within the last five years from an undergraduate program accredited by the Council on Social Work Education.
2. Two of the three letters of recommendation must be from B.S.W. faculty members.

3. Applicants must have excelled academically and professionally in their B.S.W. class.
4. Applicants must be available to take summer classes.
5. Applicants may apply for full- or part-time status and may apply for either the on-campus or web-based cohort.

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

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

Special Retention and Graduation Requirements

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

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

Readmission After Dismissal for Academic Deficiencies

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

Selected Educational Outcomes

1. Graduates will demonstrate the integration of social work knowledge, values, ethics, and skills into competent advanced practice.
2. Graduates will demonstrate advanced practice skills at multiple levels in a variety of settings within the context of rural areas.

3. Graduates will demonstrate the knowledge and skills related to the improvement of conditions for people from diverse cultures and situations.
4. Graduates will demonstrate an understanding of the dynamics of change and how to effect positive social change at multiple levels.

Examples of Outcome Assessments

1. Students must complete all academic requirements to a satisfactory degree, including 1,000 clock hours of practicum.
2. Students must submit a portfolio to the faculty during the last semester in residence, which reflects the way in which they met all program objectives.

Requirements for the Master of Social Work Degree

First Year - Foundation Courses. ....**30 hours**

    SOWK 6000: Orientation to Advanced Generalist Practice .... (2 hours)*
    *Advanced Standing Only
    SOWK 6004: Social Work Practice with Groups .... 2 hours
    SOWK 6100: Introduction to Professional Social Work Education .... 1 hour
    SOWK 6201: Human Behavior in Social Environment I .... 3 hours
    SOWK 6202: Human Behavior in Social Environment II .... 3 hours
    SOWK 6301: Generalist Practice I .... 3 hours
    SOWK 6302: Generalist Practice II .... 3 hours
    SOWK 6303: Practice Skills Lab .... 1 hour
    SOWK 6400: Social Welfare Policy, Problems & Services .... 3 hours
    SOWK 6500: Research & Evaluation Methods in SW .... 3 hours
    SOWK 6600: Practicum I .... 3 hours
    SOWK 6610: Practicum Seminar I .... 1 hour
    SOWK 6700: Practicum II .... 3 hours
    SOWK 6710: Practicum Seminar II .... 1 hour

Second Year - Concentration Courses. ....**30 hours**

    SOWK 7300: Adv. Practice in Rural Areas I .... 3 hours
    SOWK 7310: Adv. Practice in Rural Areas II .... 3 hours
    SOWK 7320: Adv. Practice in Organizations and Communities .... 3 hours
    SOWK 7400: Policy in Rural Areas .... 3 hours
    SOWK 7500: Adv. Research & Program Evaluation .... 3 hours
    SOWK 7611: Adv. Social Work Practicum I .... 4 hours
    SOWK 7612: Adv. Social Work Practicum II .... 4 hours
    SOWK 7630: Professional Seminar .... 2 hours
    *Settings Electives: Choose one of the following .... 2 hours
        SOWK 7750, SOWK 7800, SOWK 7830, SOWK 7850
    *General Practice Electives: Choose one of the following .... 3 hours
        SOWK 7000, SOWK 7700, SOWK 7810,
        SOWK 7820, SOWK 7840, SOWK 7860,
        SOWK 7870, SOWK 7880, SOWK 7890

Some elective courses are available in summer semester.

Total Hours Required for the Degree ....60 semester hours

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

The MSW program is cohort-based, and the order of courses is strictly determined by selection of program. Program cohort options and detailed programs of study are available at the Division of Social Work office and website <www.valdosta.edu/sowk>.

Students are admitted to one of the following cohort options: (1) On-campus option: Full-Time (2-year); Part-Time (3- or 4-year); (2) Web-based (3-year) or (3) Advanced Standing. Advanced Standing students may request either the on-campus or web-based option and may elect to attend classes full-time or part-time.

The Advanced Standing option is available only to students who received a B.S.W. from a CSWE accredited program in the last five years. Additional admission requirements apply. Enrollment is extremely competitive, and space is limited.

Field Practicum

Students in the MSW program complete two separate year-long practicum experiences. These field placements in social service agencies run concurrently with coursework and allow students an opportunity to integrate classroom content with actual practice experiences.

Students are required to complete 16 to 18 hours per week in practicum, depending on program cohort option. Practicum placements are geographically limited and determined by the Director of Field Instruction.

MASTER OF LIBRARY AND INFORMATION SCIENCE
Dr. Wallace Koehler, Director
Odum Library
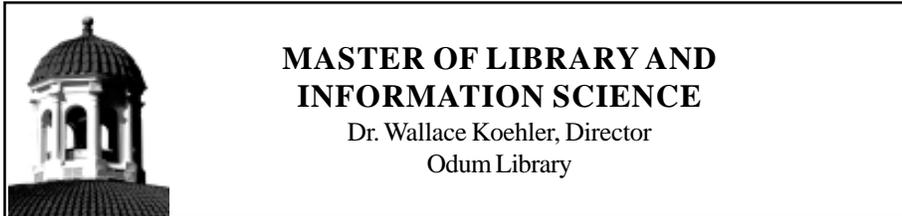
The mission of the Master of Library and Information Science (MLIS) Program, accredited by the American Library Association, is to provide a quality publicly supported education for generalists and specialists in the library and information science fields. Its primary focus is to educate librarians for academic, public, and special libraries in Georgia. The 39-hour non-thesis program combines brief periods of face-to-face instruction with Internet instruction and distance education. The program is designed for students who cannot leave jobs and families to return to a single campus for extended periods. Face-to-face classes will be held in various locations based upon geographic convenience for the class.

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

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

Departmental Requirements in addition to University Requirements for Admission

1. Undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale for the last two years of undergraduate coursework or at least 3.0 GPA in a Master's degree from an accredited institution
2. Graduate Record Examination (GRE) combined score of 950 verbal and quantitative **or** 450 verbal and 4.0 analytical (For GRE examinations taken prior to October 2002, a 950 combined verbal-quantitative or verbal-analytical score is required.) **or** Miller Analogies Test (MAT) score of 410. (For MAT taken prior to October 2004, a score of 50 is required.)
3. For a student with less than 3.0 GPA or lower GRE or MAT scores, probationary admission can be considered.
4. For international students, Test of English as a Foreign Language (TOEFL) score of 550 (213 on the Computer-based Test)

Selected Educational Outcomes

Competence within the context of the MLIS program will be defined, in part, on the degree candidate's ability to:

1. Utilize knowledge, ethics, skills, and service-oriented behaviors to facilitate information-seeking, in general, and to customize those professional attributes to the needs of at least one distinct library type setting (public, academic, or special), in particular.
2. Apply principles of knowledge organization (including descriptive cataloging and subject-oriented classification schemes) in libraries and information centers.
3. Investigate authentic (real-world) professional scenarios through observations, interviews, surveys, fieldwork, or other means appropriate to experiencing library and information center operations first-hand.
4. Communicate ideas, proposals, rationales, findings, or problem solutions clearly and concisely to professors, colleagues, and classmates using modes, media, and technologies appropriate to the circumstances.
5. Devise management plans based upon institutional criteria associated with libraries and information centers in areas such as access, collections, personnel, acquisitions, programming, and technology.

Examples of Outcome Assessments

Evaluation of an MLIS degree candidate's competencies will be based, in part, upon:

1. Completion of a professional portfolio, composed as a self-portrait of the author's achievement and potential. Individual portfolios are graded pass-fail in the MLIS Foundations course and serve as one cornerstone of the MLIS Capstone course.
2. Production of bibliographic descriptions of library materials based upon professional cataloging standards (e.g., Concise AACR2 and USMARC format). The instructor examines the relevancy of the data elements, the adherence of the description to formatting rules, and low composition errors as part of the grading rubric.
3. Fulfillment of objectives related to supervised fieldwork. Objectives are based upon the student's goals and are mutually developed by the student, the site supervisor, and the evaluating professor.
4. Participation in electronic communications via asynchronous modes (discussion groups or e-mail) and synchronous modes (chat sessions or teleconferencing) as assessed by effective conveyance of ideas (e.g., clarity and conciseness of language) and the effort exhibited (e.g., number of transactions or time online).
5. Authorship of documented papers written in a scholarly style and that meet specific course requirements.

Requirements for the MLIS Degree

Core (Required) Courses .... 18 hours
      MLIS 7000, MLIS 7100, MLIS 7200 .... 9 hours
      MLIS 7300, MLIS 7700, MLIS 7800 .... 9 hours
Electives .... 21 hours

Total Required for the Degree .... 39 semester hours

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

* MLIS 7950, 7960, and 7999 must have a cataloging or classification emphasis.
 *MLIS 7950 will be used only when the other courses are not available to the student.

With the consent of the cataloging professor, paraprofessional or volunteer experience with cataloging or classification may substitute for MLIS 7960. In this case, the student will take another 3-credit-hour course in cataloging or classification.

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

[+]MLIS 7950, 7960, and 7999 must have a library management emphasis.
[+]MLIS 7950 will be used only when the other courses are not available to the student.

Optional Track in Reference Sources and Services. .... 12 hours
      MLIS 7100 .... 3 hours
      MLIS 7110, 7120, 7130, 7150,
        7160, 7180, 7950*, or 7999* .... 6 hours
      MLIS 7960* .... 3 hours

* MLIS 7950, 7960, and 7999 must have a reference emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

Optional Track in Technology. .... 15 hours
      MLIS 7370 .... 3 hours
      MLIS 7500, 7520, 7550, or 7580 .... 6 hours
      MLIS 7330, 7350, 7440, 7505,
        7950*, 7960*, or 7999* .... 6 hours

* MLIS 7950, 7960, and 7999 must have an emphasis on information technologies. MLIS 7950 will be used only when the other courses are not available to the student.

GRADUATE COURSES OF INSTRUCTION

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

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

ACED: ADULT AND CAREER EDUCATION

ACED 7000 Foundations and Trends in Business Education 2-0-**2**
An overview of the history and development of the field of business education. Emphasis on the various components of the business education profession; federal and state legislative implications for business education; current trends, issues, and problems in business education; and contributions of various leaders in the field of business education.

ACED 7020 History and Philosophy of Adult and Career Education 3-0-**3**
In-depth inquiry into the background, purposes, philosophies, policies, and principles of adult and career education. Students will study the impact of federal and state legislation.

**ACED 7030 Contemporary Curricular Approaches
in Adult and Career Education** 3-0-**3**
Principles, procedures, and considerations for developing curriculum in adult and career education.

ACED 7100 Current Practices in Workforce Education and Development 3-0-**3**
Introduction to workforce education and development. Emphasis is on models of program design, needs assessment, costs, benefits to the sponsoring corporation or agency, and methods of enhancing human performance in the workplace.

ACED 7110 Introduction to Human Performance Technology 3-0-**3**
An introduction to the emerging performance technology field. Students develop skills in performance analysis and benchmarking, change management, and in the design of effective performance interventions, excluding training. The role of internal and external consultants is examined.

ACED 7120 Electronic Courseware Design and Development 3-0-**3**
An overview of emerging technologies used to develop interactive, computer-based training applications for distribution via corporate Intranets, the Internet, and CD-ROM. Emphasis is placed on learning technical skills and design skills while developing a broad understanding of the capabilities and limitations of computer-based training applications in corporate and other adult education settings.

ACED 7150 Perspectives on the Adult Learner   3-0-**3**

Facilitation of learning and performance improvement in the workplace and adult education environment. The course includes application of instructional methods, informal and incidental learning strategies, coaching, team building, and formal and informal on-the-job learning tactics. The course also focuses on facilitating individual and group learning to effect organizational change.

ACED 7200 Improvement of Instruction in Keyboarding   3-0-**3**

Development of strategies for teaching keyboarding. Emphasis on course objectives, equipment, materials, skill development, standards, and evaluative criteria.

ACED 7220 Improvement of Instruction in Computer Technology   3-0-**3**

An analysis of methods, strategies, and problems associated with teaching advanced computer technology courses. Also included are the selection, acquisition, and use of state-of-the-art hardware and software and the design and maintenance of a technology lab in an educational setting.

ACED 7230 Improvement of Instruction in Basic Business Subjects,

Economics, and Accounting   3-0-**3**

Strategies for teaching basic business subjects, economics, and accounting. Emphasis is placed on examining the use of computers in the teaching and learning process, motivation techniques, evaluation tools, gathering of resources, and application of research to the instructional process.

ACED 7240 Improvement of Instruction in Office Education   3-0-**3**

Competencies needed by students preparing for office work are analyzed; teaching methods, course content, and evaluation procedures are discussed.

ACED 7300 Practicum in Adult/Career Education   **3 hours credit**
Prerequisite: Major in appropriate specialization; permission of the advisor must be obtained before registration.

ACED 7310 Practicum in Adult/Career Education   **3 hours credit**
Prerequisite: Major in appropriate specialization; permission of the advisor must be obtained before registration.

ACED 7400 Computer Technology for the Workplace   3-0-**3**

Introductory, hands-on computer applications for development of workplace skills. Topics include word processing, databases, spreadsheets, communication, and presentation software.

ACED 7410 New Teacher Institute   6-0-**6**

Basic instructional and management skills for new secondary career education teachers. Emphasis is on survival skills related to teaching methodology and curriculum implementation that will help them to be successful during their first or second year of teaching.

ACED 7420 Creating and Delivering Online Instruction   3-0-**3**

Procedures, best practices, and learning theories related to using the Internet to deliver instruction. The course includes practice in the preparation of materials and assignments that utilize the Internet to foster interactive learning environments in face-to-face, blended, and online courses.

ACED 7500 Organization and Administration of Career Education   3-0-**3**

Organization of career education on the local, state, and national levels; federal and state government roles; and types of career education programs in education and industry.

ACED 7510 Communication in Adult and Career Education   3-0-**3**

Study of the proper use of APA writing style; effective electronic, organizational, and multicultural communications; and presentation techniques in adult and career education environments.

ACED 7530 Supervision and Mentoring in Adult and Career Education   3-0-**3**

Supervision and mentoring of personnel, supervisory techniques, and methods of leadership for leaders in education and industry.

ACED 7600 Applied Computer Technology 3-0-**3**
Prerequisite: ACED 2400 or ACED 7400 or consent of instructor.   Development of
instructional materials for specific teaching areas using the advanced features of word pro-
cessing, spreadsheets, databases, communication, and presentation software. Designed for
in-service teachers and will require the development of practical computer-related projects
which can be used in the teachers' respective classrooms.

ACED 7620 Evaluation of Adult and Career Education Programs 3-0-**3**
Development and understanding of program evaluation to improve adult and career educa-
tion settings. Emphasis is placed on alternative approaches, models, and practical guidelines
for implementation.

ACED 7640 Issues and Trends in Adult and Career Education 3-0-**3**
Exploration and analysis of recent research and societal developments affecting adult and
career education. Emphasis is on ethical and professional responsibilities, liability, emerging
trends, and issues.

ACED 7680 Improvement of Instruction in Adult and Career Education 3-0-**3**
Theory and practical application of various delivery techniques, principles of teaching and
learning, and the development of instructional materials.

ACED 7710 Managing the Classroom and Laboratory Learning Environment 3-0-**3**
Prerequisite: Major in Adult and Career Education or permission of the instructor.
Principles and strategies for managing the secondary classroom and laboratory learning
environment. Emphasis is placed on establishing an effective learning environment through
positive teacher, student, and peer relationships, along with techniques for minimizing and
responding to disruptive student behavior.

ACED 7740 Educators and Industry 3-0-**3**
Designed to increase career awareness among educators, students, business and industry,
and the community. Interaction among educators, business and industry, and community
leaders concerning how to meet the needs of local industry.

ACED 7810 Computer Programming for Educators 3-0-**3**
An introductory course to programming in a high-level language, including algorithm design,
data types and classes, basic control structure, file processing, arrays, and object-oriented
programming. An overview of computer environments, hardware and software components,
machine-level programming, and information systems will also be addressed.

ACED 7820 Diverse Learners in Adult and Career Education 3-0-**3**
A study of the learning needs of diverse students through differentiated instructional strat-
egies, processes, products, and assessments. Emphasis is placed on enhancing the knowl-
edge, skills, and dispositions needed to design and deliver diverse instruction in adult and
career education settings.

ACED 7850 Adult and Career Education Internship **3 hours credit**
Prerequisite: Permission from instructor.

ACED 7900 Special Topics in Adult and Career Education 3-0-**3**
Prerequisite: Permission from instructor. Exploration of topics specific to adult and
career education. Emphasis is on the examination of adult and career education research, as
applied to educational and/or business settings.

ACED 7950 Directed Study in Adult and Career Education 1-0-**1** to 3-0-**3**
Prerequisite: Consent of the department head. An opportunity for intensive individual
study on an approved topic.

ACED 7990 Analysis of Research in Adult and Career Education 3-0-**3**
Development and enhancement of students' ability to analyze and construct relevant
research in adult and career education. Emphasis is placed on research methodology, research
findings, implementations and implications for adult and career education.

ACED 8450 Multimedia Authoring and Design   3-0-**3**

Provides skills in designing and authoring multimedia courseware for education and training environments. Emphasis placed on using multimedia authoring and presentation software to design dynamic materials for individualized and group instruction.

ACED 8530 Instructional Supervision in Adult and Career Education   3-0-**3**

Information and experiences for the development of skills related to supervision of instruction in the career education classroom and laboratory.

ACED 8995 Practicum in Adult/Career Education   **3 hours credit**

Prerequisite: Consent of the department head.

ACED 9400 Adult Learning Strategies   3-0-**3**

Design, development, and implementation of adult learning programs. Particular emphasis will be placed on curriculum models, goals, organization, methodology, career development, and evaluation for adult learners and learning programs.

ACED 9410 Students with Special Needs in Adult and Career Education   3-0-**3**

Integration of instructional and/or management activities in assisting students with special needs in adult and career education programs. Emphasis will be placed on regulations, interagency activities, curriculum, transition, assessment, and instruction of learners.

ACED 9420 Issues in Adult and Career Education   3-0-**3**

Emphasis on topics relating to adult and career education that are considered to be especially significant to the field because of current research developments and legislation.

ACED 9430 Leadership in Adult and Career Education   3-0-**3**

Exploration of theory and development of leadership in adult and carer education settings. Emphasis will be placed on identifying effective leadership characteristics, expanding leadership skills, and developing a philosophy of effective leadership.

ACED 9440 Seminar in Adult and Career Education   3-0-**3**

Exploration of topics specific to adult and career education in industry and/or educational settings. Emphasis will be given to examination of research, as applied in the public and private sectors.

ACED 9999 Dissertation in Adult and Career Education   **1 to 3 hours credit**

Prerequisite: Completion of major courses and approval of advisor or dissertation chair. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until the dissertation is completed. Number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

ARED: ART EDUCATION

ARED 6150 Stimulating Creative Behavior   3-0-**3**

The study of theories of creativity, visual thinking, creative problem finding and problem solving strategies, identifying external and internal blocks to creativity, testing for creativity, the relationships between creativity, cognition, and visual thinking, and creative thinking challenges and stimuli. An emphasis is placed on methods to elicit creative behavior.

ARED 6900 Special Topics in Art and Art Education   1-0-**1** to 3-0-**3**

A special course designed to fit a special need in the curriculum. May be used for a study abroad course or for inter-sessions as is appropriate. May be repeated for up to 6 graduate hours.

ARED 6950 Workshop in Art Education   0-2-**1** to 0-6-**3**

An intensive summer or inter-session course designed to serve a special need for instructional methods or curricular design in art education contexts.

ARED 7150 Research Problems In Art Education   3-0-**3**

Prerequisites: RSCH 7100 and ARED 7500. Analysis of selected studies in the field of Art Education. Students will prepare a research proposal.

ARED 7450 Art Education Curriculum and Assessment   3-0-**3**

    Prerequisite: Art education major or permission of the department head. The study of curriculum and assessment practices associated with art curricula in American schools, K-12. Field applications and observations are required.

ARED 7500 Issues And Trends In Art Education   3-0-**3**

    Prerequisite: Art education major or permission of the department head. The study of current trends and issues associated with art, education, and art education**.** A research paper or project and field applications are required**.**

ARED 7670 Aesthetic Inquiry And Art Criticism   3-0-**3**

    Prerequisites: Nine semester hours of art history or equivalent background. This course will focus on aesthetics and critical methods for art and Art Education**.** Field applications of critical methods and/or issues related to aesthetics are required.

ARED 7900 Directed Study in Art Education   **1 to 3 hours credit**

    Prerequisites: Approval of the instructor and department head. Selected individual problems in art education as defined by the student with the approval and guidance of the supervising instructor. May be repeated for credit.

ARED 7930 Capstone Project   **1 to 3 hours credit**

    Prerequisite: RSCH 7100. A capstone course wherein students will develop, with departmental approval, applied research projects based on research findings, curriculum issues, or methodological studies relevant to Art Education contexts. Field applications are required. For students not selecting the thesis option.

ARED 7950 Art Administrative Internship   **1 to 3 hours credit**

    Prerequisites: Master of Art Education students only. Approval of Department Head and Graduate Program Coordinator. A capstone supervised clinical experience within a local, regional, or state art agency, museum, gallery, or approved organizational art facility for the purpose of interning and working with an experienced art administrator. Required for students not seeking certification. May be repeated.

ARED 7999 Thesis   **1 to 3 hours credit**

    Prerequisite: RSCH 7100. A capstone research course resulting in the proposal and preparation of a thesis in APA style. A thesis defense is required. For students not selecting the terminal project option.

ART: ART STUDIO

ART 6000 Watercolor   0-6-**3**

    A course designed for the student who is experienced with aqueous media and has demonstrated success as a self-directed watercolor painter. Students are expected to provide a portfolio for review by the instructor. The student will develop and resolve artistic problems relevant to the media. Works produced will undergo analysis and critical reviews. This course may be repeated for credit.

ART 6100 Ceramics   0-6-**3**

    Prerequisite: Three semester hours credit of intermediate ceramics at the undergraduate level or permission of the instructor. This course emphasizes wheel throwing techniques, decorative processes, ceramic materials formulation, and firing strategies.

ART 6200 Drawing And Composition   0-6-**3**

    Prerequisite: Three semester hour credits of intermediate drawing at the undergraduate level or permission of the instructor. The study of drawing in various media with an emphasis on individual stylistic development. The production of a thematic portfolio and solo or group exhibition is expected.

ART 6450 Painting   0-6-**3**

> **Prerequisite: Three semester hour credits of intermediate painting at the under-graduate level or permission of the instructor**. This course requires the student, under the guidance of the instructor, to develop individualized problems in painting using a variety of media and techniques. The emphasis is on the development of a personal stylistic approach to painting. A solo or group exhibition is expected.

ART 6650 Technical Problems in Art   0-2-**1** to 0-6-**3**

> Prerequisite: Permission of the instructor. A course for advanced students capable of independent research and study in the production of a body of related works in selected media. A problem statement and procedural plan will be developed. A solo or group exhibition is required.

ART 6950 Workshop in Art   0-2-**1** to 0-6-**3**

> Selected topics presented in an intensive workshop setting for studio production of art works. Critical reviews and the exhibition of art works produced are expected. May be repeated for credit under different topic headings.

ART 7070 Electronic Imaging   0-6-**3**

> **Prerequisite: Three semester hours credit at the undergraduate level or permission of the instructor.** This course emphasizes the application of computer graphics processes to visual arts problems. Students will demonstrate an understanding of the range of computer graphics applications, a working knowledge of selected graphics software, and will prepare still or animated work for presentation. Specific assignments will be developed in relation to the student's professional goals.

ART 7900 Directed Study in Art   0-2-**1** to 0-6-**3**

> **Prerequisite: Approval of the instructor and Department Head.** Individual problems in art selected and defined with approval of the supervising instructor. May be repeated for credit.

ARTH: ART HISTORY

ARTH 6510 Special Topics in Art History and Criticism   1-0-**1** to 3-0-**3**

> **Prerequisite: ART 1100 or equivalent undergraduate art history/appreciation course.** A seminar course for the study of special topics or contemporary trends in art, art history, and art criticism. Research, analysis, and short essays will be emphasized. Course may be repeated for credit.

ARTH 7650 Late Twentieth Century Art   3-0-**3**

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

ASTR: ASTRONOMY

ASTR 5101-5102 Principles of Astronomy I, II   3-2.5-**4 each**

> A calculus-based course covering astronomical observations, analysis of celestial motions, and a study of the solar system in 5101, and covering the physics of the Sun and stars, stellar evolution, galactic structure and the universe in 5102.

ASTR 5400 Planetary Geology   3-0-**3**

Prerequisite: ASTR 1010 or GEOL 1121 or GEOG 1113. Prerequisite or co-requisite: PHSC 1100 or PHYS 1111 or PHYS 2211. A study of the geology of the terrestrial planets and solid-surface moons, asteroids, comets, and meteorites. The course will focus on comparative planetary geology, with emphasis on geologic processes on the surface, planetary interiors, and data collection methods such as remote sensing and image analysis.

ASTR 6100 Observational Techniques   2-2-**3**

Aspects of instrumental and observational astronomy including the optics of the telescope, spectroscopy, photography, photometry, electronics, CCDs, astrometrical problems, the operation of the observatory, and mathematical methods of data reduction.

ASTR 6400 Physics of the Solar System   3-0-**3**

Celestial mechanics; physical features of the Sun, planets, moons, and other material in the solar system.

ASTR 6410 Astrophysics   3-0-**3**

Radiative transfer in the stellar atmosphere, the interior structure of stars, stellar evolution, physical processes in gaseous nebulae, cosmology.

ASTR 6800 Internship in Astronomy   0-6-**3** to 0-12-**6**

Active participation in research in astronomy, or in some field of science closely allied with astronomy, or work with a planetarium or museum which involves planetarium operations and programs. A daily log of activities, a report on the work done, and a research paper relating the work done to the field of astronomy are required.

ASTR 6900 Special Topics in Astronomy   1-0-**1** to 4-4-**6**

Topics to be assigned by instructor; may be taken more than once if topics are different; up to a total of 6 credit hours.

ASTR 6950 Directed Study in Astronomy   1-0-**1** to 4-4-**6**

Study in area or subject not normally found in established courses offered by the department; may also allow student to explore in more detail and/or depth an area or subject covered by the department in astronomy; up to a maximum of 6 credit hours.

BIOL: BIOLOGY

BIOL 5000 Biostatistics   2-4-**4**

Prerequisite: Admission into the graduate program or permission of the instructor.. An introduction to univariate and multivariate analyses of data. Laboratory work will allow students to collect data typical of the diverse disciplines in biology and subject data to appropriate biometrical analyses, using a calculator or computer. Students will be required to keep a detailed lab notebook of the statistical methods studied and also complete a term project and a scientific report. Two 2-hour laboratory periods per week.

BIOL 5100 Microbiology   3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor.. Survey of microbiology covering eubacteria, archaebacteria, protozoa, fungi, algae, and viruses. Includes fundamental techniques, microbial physiology and genetics, biotechnology, medical applications, and applied microbiology. Two 1.5 hour laboratory periods per week.

BIOL 5200 Genetics   3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor.. A survey of modern genetics including: Mendelian and molecular genetics, as well as selected topics in population and quantitative genetics and genetic engineering. Laboratory will emphasize genetic analysis using live *Drosophila* and computer simulated crosses, chi-square analysis of progeny data, and application of these principles to laboratory analysis of genetic variation at the DNA level.

BIOL 5300 Ecology 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor.. Corequisite: BIOL 3200, or consent of instructor. Basic ecological principles including behavior of individuals, populations, and communities in the context of their physical and biotic environments. Reviews population genetics and basic evolution; emphasizes scientific method, including the role of theory, hypothesis testing, statistical analysis and scientific writing. Observation and data collection mostly in the field within a variety of local ecosystems. One weekend field trip required.

BIOL 5400 Plant Physiology 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. An introduction to basic principles of plant function including physical processes occurring in plants, water relations in whole plants and plant tissues, cell physiology and biochemistry, and growth and development.

BIOL 5450 Vertebrate Physiology 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. Study of general physiological processes of vertebrates; emphasis at organ and organ system levels.

BIOL 5500 Mycology 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. Biology of fungi with emphasis on morphology, taxonomy, physiology, and ecology, includes the roles of fungi as both beneficial organisms and as causal agents in plant and animal diseases.

BIOL 5550 Phycology 3-4-**4**

Prerequisite: Admission into the graduate program or permission of the instructor.. An introduction to the study of the algae, including taxonomy, phylogeny, physiology, and ecology. Laboratories will focus on the examination of live material, and will include methods for the isolation and culture of algae.

BIOL 5600 Local Flora 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor.. A field-oriented study emphasizing identification, distribution, and ecology of locally occurring seed-bearing plants. Two or three weekend field trips are routinely scheduled.

BIOL 5650   Plant Systematics 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. A survey of the principles of plant systematics that includes identification, nomenclature, evolution, and classification within the plant kingdom, and a systematic survey of plant families, with emphasis on local representatives.

BIOL 5800 Invertebrate Zoology 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. A study of the morphology, phylogeny, and ecology of invertebrates.

BIOL 5810 Introduction to Biogeography 3-0-**3**

Also offered as GEOG 5810. Prerequisite: Admission into the graduate program or permission of the instructor. An overview of factors controlling the distribution of plants and animals on the Earth. Topics discussed include ecological and evolutionary processes, geophysical and climatic phenomena, and historical and anthropogenic events that have influenced current distributions.

BIOL 5840 Entomology 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. Introduction to the study of insect biology including ecology, behavior, and taxonomy. Laboratory includes field observation, sampling and identification of local fauna.

BIOL 5870 Parasitology 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. A study of the morphology, life cycles, and host-parasite relationships of representative protozoan and metazoan parasites. Human
parasites are emphasized.

BIOL 5900 Ichthyology 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. 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 empha-sis placed on the collection and preservation of specimens and the identification of habitats occupied by various species. Other field trips scheduled during normal laboratory periods.

BIOL 5920 Herpetology 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. Introduction to the study of amphibians and reptiles, including anatomy, physiology, ecol-ogy , behavior, and classification coordinated with field study of local species.

BIOL 5950 Ornithology 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. Lectures on morphology, evolution, ecology, behavior, and distribution of birds of the world. Lab emphasizes gross anatomy and identification of local species by sight and sound; mostly in the field. Five-day field trip to south Florida required; other Saturday trips offered.

BIOL 5980 Mammalogy 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. Lectures emphasize morphology, evolution, ecology, zoogeography and classification of mammals of the world. Lab emphasizes gross anatomy and identification of mammal specimens, especially those found in North America. Four-day field trip to Blue Ridge Mountains (NC) required; Manatee dive (FL) offered.

BIOL 6000 Topics in Biology I 3-0-**3**

Prerequisite: Admission into the graduate program or permission of the instructor. Selected topics in the biological sciences. May be repeated if the topic is different. This course does not include a laboratory

BIOL 6010 Topics in Biology II 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. Selected topics in the biological sciences. May be repeated if the topic is different. This course includes a laboratory.

BIOL 6100 Morphology of Land Plants 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. Study of vegetative organization and reproductive cycles of bryophytes, pteridophytes and seed plants, which incorporates phylogenetic and ecological relationships.

BIOL 6200 Plant Anatomy 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. Origin and development of tissues and organs of vascular plants. The laboratory stresses microtechnique including preparation of plant tissues in paraffin and plastic resins, section-ing, staining for specific components of plant tissues, and use of different optical methods.

BIOL 6300 Comparative Vertebrate Anatomy 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. Anatomical and phylogenetic survey of representative vertebrate animals.

BIOL 6350 Developmental Biology 3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. A study of development from fertilization through embryological stages, with an emphasis placed on experimental embryology and molecular genetic mechanisms in selected model organisms.

BIOL 6400 Vertebrate Histology   3-4-**4**

Prerequisite: Admission into the graduate program or permission of the instructor.
Study of vertebrate histology with emphasis on the four primary tissues (epithelium, connective, muscle, and nerve). Laboratory work consists primarily of detailed microscopic study and drawings of tissues from prepared slides. Two 2-hour laboratory periods per week.

BIOL 6500 Cell Biology   3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor.
The organization and function of cellular structures in animal, plant, and microbial systems. Emphasis on the molecular basis of metabolism, transport, mobility, nerve conduction, and the cell cycle.

BIOL 6510 Virology   3-0-**3**

Prerequisite: Admission into the graduate program or permission of the instructor.
An introduction to viruses and other non-cellular infectious agents. Topics include the structure and composition of these agents, their replication, effects on their hosts, and host responses. Methods for studying these agents, their origin and evolution, and their uses in biotechnology will also be discussed.

BIOL 6550 Immunology   3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor.
Basic concepts of immunology, including antigen and antibody structure, the generation of diversity, the nature of T cell and B cell receptors, cellular cooperation, and the down regulation of immune responses.

BIOL 6580 Molecular Genetics   3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor.
The study of the molecular nature of eukaryotic genomes, with emphasis on biotechnology. The lecture will focus on using modern molecular genetic techniques as a means to understand complex eukaryotic genomes. Emphasis will be placed on reading current, relevant scientific literature. The laboratory will involve hands-on experience in which the student will learn the latest technology of molecular genetic analysis and manipulation.

BIOL 6600 Evolution   3-0-**3**

Prerequisite: Admission into the graduate program or permission of the instructor.
Study of the theoretical aspects and the patterns and processes of micro- and macro-evolutionary change.

BIOL 6650 Animal Behavior   3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor.
Introduction to the major concepts of causation, development, evolution, and ecology of animal behavior, emphasizing the behavior of social animals.

BIOL 6700 Limnology   3-3-**4**

Prerequisite: Admission into the graduate program or permission of the instructor. A study of the physical, chemical, and biological aspects of fresh waters.

BIOL 6750 Population Biology   3-0-**3**

Prerequisite: Admission into the graduate program or permission of the instructor. A review of the theory and applications of population biology, including single-species population growth models (exponential, geometric, logistic, life tables, state and age-structured matrix models, metapopulation models), population genetics models, and multi-species interaction models (competition, predator-prey, succession, and parasite-host). Integrated computer exercises will allow students to manipulate model parameters and understand model predictions and dynamics.

BIOL 6950 Directed Study   0-12-**4**

Prerequisite: Admission into the graduate program or permission of the instructor.
Limited to selected students with approval of instructor and department head. A specific problem to include supervised investigation and a report in format of biological journals.

BIOL 7000 Introduction to Research 2-0-**2**

Prerequisite: Acceptance into the graduate program in biology. An introduction to the scientific method, primary research literature, methods of literature review, and scientific writing. A research prospectus is required by the end of the semester. This course is to be taken during the student's first semester in the graduate program.

BIOL 7010 Special Topics in Ecology and Evolution 2-0-**2**

Prerequisite: Acceptance into the graduate program in biology or permission of the instructor. In-depth analysis of a current issue in ecology and evolution requiring student presentations and extensive background reading. The specific topic with ecology and evolution will change each time the course is offered. The course may be taken one additional time for credit, with the permission of the instructor.

BIOL 7020 Special Topics in Cell and Molecular Biology 2-0-**2**

Prerequisite: Acceptance into the graduate program in biology or permission of the instructor. Advanced study of cellular and molecular biology requiring reading of the current literature and student presentations. Topics will change each time the course is offered. Course may be taken twice for credit, with permission of the instructor.

BIOL 7030 Special Topics in Physiology 2-0-**2**

Prerequisite: Acceptance into the graduate program in biology or permission of the instructor. Advanced study of physiology at the organism, tissue, cell, and molecular levels requiring reading of the current literature and student presentations. Topics will change each time the course is offered. Course may be taken twice for credit, with permission of the instructor.

BIOL 7900 Graduate Seminar 0-3-**1**

Prerequisite: Acceptance into the graduate program in biology. Discussion and reports of current topics in biology and related sciences. Students are expected to demonstrate comprehension of topics and communication skills, both oral and written. Students must take this course twice for credit. This course may be repeated for a maximum of six times for credit.

BIOL 8999 Thesis [0]-[3-18]-**[1-6]**

Prerequisites: Completion of BIOL 7000 and permission of the student's major advisor. Students are required to enroll in thesis hours when doing original research towards the thesis. Students must complete a minimum of six hours of BIOL 8999 prior to defense of the thesis. BIOL 8999 may be repeated for credit.

CHEM: CHEMISTRY

CHEM 5000 Workshop for Teachers 3-0-**3**

A workshop for middle school and high school chemistry teachers, designed to improve subject mastery. Content and level of presentation will be designed to broaden the participants' background in chemistry and will be related to topics taught in middle and high school chemistry classes.

CHEM 5320 Environmental Chemistry 2-6-**4**

Prerequisites: CHEM 1211, CHEM 1211L or 1211HL, CHEM 1212, CHEM 1212L, CHEM 3401, and CHEM 3402. Development of a general understanding of how microscopic properties of atoms and molecules can affect macroscopic changes in the environment. Basic chemical concepts will be applied to complex environmental processes, with emphasis on current environmental concerns. The course will involve the completion of a significant independent project. Field trips will be required of all students.

CHEM 5801 Physical Chemistry I   3-3-**4**

Prerequisites: CHEM 3402, MATH 2262, and PHYS 2212K with a grade of "C" or better. A theoretical and mathematical treatment of the fundamental theories and laws of chemistry with an emphasis on thermodynamics. Experimental investigations will supplement the study of phase diagrams, solution calorimetry, bomb calorimetry, thermodynamic modeling and additional solid, liquid, and gas phase energy transfer studies. Permission for graduate credit must be arranged with the instructor prior to enrolling in the course and will involve the completion of a significant project.

CHEM 5802 Physical Chemistry II   3-3-**4**

Prerequisite: CHEM 5801. A theoretical and mathematical treatment of the fundamental theories and laws of chemistry with an emphasis on quantum mechanics, kinetics, and statistical mechanics. Experimental investigations will supplement the study of quantum mechanics, kinetics, and statistical mechanics as applied to systems of interest to chemists. Permission for graduate credit must be arranged with the instructor prior to enrolling in the course and will involve the completion of a significant project.

CHEM 6420 Physical Organic Chemistry   3-0-**3**

Prerequisites: CHEM 3402, CHEM 3802. A study of the methods used to elucidate organic reaction mechanisms. Topics covered include: reaction kinetics, isotope effects; linear free energy relationships; general acid and base catalysis and the acidity functions; reactive intermediates including free radicals, carbenes, carbanions, and carbocations; symmetry controlled reactions; photochemistry. Permission for graduate credit must be arranged with the instructor prior to enrolling in the course and will involve the completion of a significant project.

CHEM 6810 Computational Chemistry   1-3-**2**

Prerequisites: CHEM 3802 with a grade of "C" or better. Computational and modeling software will be introduced through projects involving systems in physical chemistry and spectroscopy as well as organic chemistry, inorganic chemistry, and biochemistry. Computational predictions will be correlated with laboratory experimental results, either from literature sources or from laboratory work done by the student. Permission for graduate credit must be arranged with the instructor prior to enrolling in the course and will involve the completion of a significant project.

CIED: CURRICULUM AND INSTRUCTION

CIED 7060 Curriculum, Instruction, and Technology Integration   3-0-**3**

An exploration of curriculum issues and trends, curriculum development, integration of technology into the curriculum, implementation of innovative instructional techniques, and legal/ethical issues across content areas and grade levels.

CIED 7440 Teaching and Curriculum in Higher Education   3-0-**3**

Design, development, and implementation of postsecondary instruction, with an emphasis on practical teaching strategies, curriculum and course development, implementation of innovative instructional technologies, and integration of technology.

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.

CIED 7601 Course Management Systems for E-Learning   3-0-**3**
   The study and ethical practice of facilitating online learning through integrated course management systems.

CIED 7602 Resources and Strategies for E-Learning   3-0-**3**
   Practical experiences in selection, implementation, and evaluation of digital resources and strategies for teaching and learning.

CIED 7603 Design and Delivery of Instruction for E-Learning   3-0-**3**
   Supervised online field-based experience in design, delivery, and evaluation of standards-based content to an appropriate student population.

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

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

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

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

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

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

CIED 9900 Special Topics in Curriculum and Instruction   1-0-**1** to 3-0-**3**
   Advanced study of specific contemporary issues in curriculum and instruction.
   Course may be repeated under different topics.

CIED 9999 Dissertation in Curriculum and Instruction   **1 to 3 hours credit**
   Prerequisites: Completion of major courses and approval of advisor. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until the dissertation is completed. The number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

CRJU: CRIMINAL JUSTICE

CRJU 7000 Criminal Justice Administration   3-0-**3**
   An introduction to the administration and organizational structure of criminal justice agencies and the criminal justice system as a whole.

CRJU 7010 Advanced Comparative Criminal Justice Systems   3-0-**3**
   A seminar on crime, law, and criminal justice systems of major legal systems allowing for cross-cultural comparisons

CRJU 7100 Seminar in Law Enforcement   3-0-**3**
   A seminar in which administrative issues pertinent to policing are examined. These include ethics, rural policing, and community policing, among others.

CRJU 7300 Seminar in Criminal Law And Procedure 3-0-**3**

A seminar in which rapidly changing controversial legal issues which have a major impact on criminal justice are explored.

CRJU 7350 Seminar in Forensic Investigation 3-0-**3**

An introduction to special topics in forensic science involving the use of forensic techniques in criminal investigations. This course will examine different areas related to the solving of crimes using forensic techniques currently available to the investigator. As needed, experimental forensic techniques will be discussed. Each student will gain an understanding of how forensic science is an integral part of the criminal justice system.

CRJU 7370 Ethical and Legal Issues 3-0-**3**

An introduction to the study of criminal justice ethics as a classical and contemporary discipline. Modern criminal justice codes of ethics and professional standards will be studied and critiqued. Students will be encouraged to examine critical values and moral beliefs and to develop humanistic philosophies. Questions about the ethical spirit and consequences of specific laws or policies and the disparities between these relatively narrow requirements and more generous professional and personal ethics will be addressed.

CRJU 7411 Applied Statistics and Research in Criminal Justice 3-0-**3**

Prerequisite: Proficiency in basic statistical methods as demonstrated by undergraduate or graduate course work. A study of advanced statistical techniques and research methodology used in criminal justice.

CRJU 7413 Criminal Justice Planning and Evaluation 3-0-**3**

An analysis of criminal justice program development through planned change and techniques of program evaluation, with emphasis on procedure and design.

CRJU 7500 Seminar in Criminal Behavior and Personality 3-0-**3**

An advanced study of specific criminal behavior types emphasizing violent offenders, sexual deviants, the anti-social personality, and the criminally insane.

CRJU 7510 Advanced Correctional Therapies 3-0-**3**

Study and practice in the development and application of theoretically based correctional treatment plans.

CRJU 7600 Advanced Criminological Theory 3-0-**3**

An intensive overview of each of the major criminological perspectives regarding the etiology of crime. The course will provide students with an understanding of theoretical developments and research and will emphasize interrelationships among theories. The impact of social change is also emphasized.

CRJU 7610 Seminar in Gang, Group, and Multiple Offender Criminality 3-0-**3**

An intensive study of gang, mob, mass, and other types of group criminality. The course includes an examination of the formulation, evolution, characteristics, and threat of multiple offender violence. Topics include but are not limited to youth gangs, cults, organized crime, mob violence, vigilante groups, and domestic terrorist groups.

CRJU 7620 Seminar in Criminal Victimization 3-0-**3**

An introduction to the study of crime victims, including identification, research, and statistical data used to assess victims of crime. Major emphases of this course will be victims' rights legislation and the responsibilities of individual criminal justice agencies providing services and programs to crime victims.

CRJU 7630 Advanced Crime Prevention 3-0-**3**

Basic concepts of crime prevention theories and techniques. Students will study past and current techniques, programs, and research used to establish crime prevention in today's society. Course requirements include a hands-on creation of a crime prevention program for an existing criminal justice agency, business, or other entity whose use of a crime prevention program is necessary for its success or survival.

CRJU 7700 Special Topics in Criminal Justice 3-0-**3** to 6-0-**6**

A variable topics course that may be taken for 3 to 6 semester hours.

CRJU 7710 Seminar in Juvenile Justice   3-0-**3**

A seminar on the Juvenile Justice System and major issues related to the administration of juvenile justice. These include administrative issues, legal issues, and issues revolving around theory and rehabilitative goals.

CRJU 7720 The Media and Criminal Justice   3-0-**3**

An introduction to the portrayal of the criminal justice system through popular media. Students will view films based on true events. Using books or other information on the actual events, students will examine the interaction between the media and criminal justice from varied perspectives.

CRJU 7730 Great Works in Criminal Justice   3-0-**3**

An introduction to the study of historical and contemporary writings in criminal justice. Students will read and discuss original words from the writings comprising the intellectual history that has shaped criminal justice and original full-length works of unusual merit.

CRJU 7900 Directed Study In Criminal Justice   0-3-**1** to 0-18-**6**

May be taken for a maximum of 6 credit hours. Graded "Satisfactory" or "Unsatisfactory." The study plan must be determined in advance and approved by the Coordinator of the Criminal Justice Graduate Program as well as the instructor of record. Independent study or research under the guidance of a criminal justice graduate faculty member.

CRJU 7990 Area Paper   **3 hours credit**

Graded "Satisfactory" or "Unsatisfactory." The student must be registered for CRJU 7990 in the term in which the degree is earned. For students electing the non-thesis option and writing an Area Paper as per established guidelines.

CRJU 7999 Thesis   0-3-**1** to 0-18-**6**

The student must be registered for CRJU 7999 in the term in which the degree is earned. For students developing and writing a thesis and as recommended and approved by the student's thesis advisor. Must be taken for a total of 6 hours.

CS: COMPUTER SCIENCE

CS 6140 Data Communications and Computer Networks   3-0-**3**

Prerequisite: CS 3410. Basic concepts of data communications and computer networks architectures: including OSI and TCP/IP models, packet switching, local area and high speed networks. Error control, routing, and transmission media.

CS 6321 Software Engineering I   3-0-**3**

Prerequisite: CS 3410. Early stages of the software-development process, with emphasis upon analysis and specification. Also, life-cycle definition, software project management, the computer as a system component, and object-oriented approaches. CASE tools will be used as appropriate.

CS 6322 Software Engineering II   3-0-**3**

Prerequisite: CS 3410 (note that CS 4321/6321 is not a prerequisite). The later stages of the software-development process with emphasis upon design, implementation, verification/ validation, and maintenance. Also, human factors, object-oriented techniques, reliability, and quality-assurance issues.

CS 6330 Theory of Programming Languages   3-0-**3**

Prerequisite: CS 3410 or consent of instructor. Formal description of programming languages, standard and advanced features of modern programming languages, complexity.

CS 6335 Principles of Compiler Design   3-0-**3**

Prerequisites: CS 3102 and CS 3410. Introduction to programming language structure, lexical analysis, syntax analysis, code generation, and optimization. A large programming project will be required.

CS 6340 Systems Programming 3-0-**3**
Prerequisite: CS 3410. Implementation of concepts pertaining to the UNIX environment: process control and interprocess communication, job control, file and directory structures, and client/server processes.

CS 6500 Foundations of Computer Science 3-0-**3**
Prerequisites: CS 2620 and CS 3410. The course covers concepts pertaining to regular expressions, finite state machines, regular languages, regular grammars, non regular languages, decidability, context-free grammars, and Turing machines.

CS 6720 Database Design 3-0-**3**
Prerequisite: CS 3410. Examines the logical organization of databases: the entity-relationship model; the hierarchical model, network, and relational models. Hardware characteristics; file organization and evaluation. Functional dependencies and normal forms. Query optimization, concurrency control, and distributed database systems.

CS 6820 Artificial Intelligence 3-0-**3**
Prerequisites: CS 2620 and CS 3410. Definition of artificial intelligence, Common Lisp, logic programming, search techniques, knowledge representation including schemas and scripts, ART-enterprise as an expert system, and principles of expert systems.

CS 6825 Neural Networks 3-0-**3**
Prerequisites: MATH 2150 and MATH 2262. Concepts pertaining to neural networks including: definition of neural intelligence, basic neural computational models, learning: supervised and unsupervised, knowledge bases neural networks, back-propagation neural networks, radial basis neural networks.

CS 6830 Computer Graphics 3-0-**3**
Prerequisites: CS 3410 and MATH 2150. A survey of graphics systems and graphics programming. Topics include output primitives, transformations and viewing, modeling, user interfaces, and interactive methods. Both 2-D and 3-D concepts are discussed.

CSD: COMMUNICATION SCIENCES AND DISORDERS

CSD 5010 Language Disorders in Young Children 3-0-**3**
Prerequisites: Completion of undergraduate CD course sequence. An advanced study of the nature and treatment of language disorders in young children through age 5. Focus is placed on the role of the communication environment and intervention planning and implementation. This course may be taken by non-CD majors with the addition of a lab component.

CSD 5020 Diagnostics (lab arranged) 3-1-**3**
Prerequisites: Completion of undergraduate CD course sequence. An in-depth study of the evaluation and assessment processes for communication disorders. Content encompasses appraisal planning, interviewing, ecological observation, instrumentation, informal and standardized procedures appropriate for determination of eligibility and program planning.

CSD 5030 Phonological Disorders 3-0-**3**
Prerequisites: Completion of undergraduate CD course sequence. Advanced study of assessment and treatment of speech sound disorders. Emphasis placed on motor based as well as cognitive-linguistic based analyses and treatment strategies.

CSD 5040 Fluency Disorders 3-0-**3**
Prerequisites: CSD 2999 and completion of undergraduate CD course sequence. Advanced course in differential diagnosis and treatment of stuttering in adults and children. Additional topics include cluttering and stuttering behaviors associated with acquired neuropathies.

CSD 5050 Beginning Practicum 1-2-**2**

Prerequisites: Completion of undergraduate CD course sequence. A supervised experience in a university or community-based setting requiring application of assessment and treatment procedures for individuals primarily with mild to moderate articulation and language disorders. This course will include a weekly seminar on topics related to the profession.

CSD 5060 Language Disorders of School Age Children 3-0-**3**

Prerequisites: CSD 2999 and CSD 5010. A continuation of the study of language disorders with focus on children from elementary school through adolescence. Topics include advanced language development, school curriculum, impact of communicative and linguistic deficiencies on academic progress, collaborative models of intervention, narratives and discourse analysis. May be taken by non majors with a lab component.

CSD 5070 Traumatic Brain Injury, Dementia, and
  Progressive Neurological Disorders 3-0-**3**

Prerequisites: CSD 5030. Application of diagnostic and therapeutic principles related to persons with traumatic brain injury, dementia, and progressive neurological disorders.

CSD 5080 Dysphagia and Motor Speech Disorders 3-0-**3**

A study of diagnostic and therapeutic principles related dysphagia and motor speech disorders.

CSD 5090 Aural Habilitation/Rehabilitation 0-3-**3**

Prerequisite: CSD 2999. The study of hearing habilitation and rehabilitation methods, materials and amplification/assistive devices for children and adults with hearing impairment.

CSD 5100 Intermediate Practicum 1-4-**3**

Prerequisites: CSD 2999, CSD 5050, and Grade Point Average of 3.0. A supervised experience in a university, community, or home-based setting requiring application of assessment and treatment procedures to individuals with mild to moderate articulation, language, fluency, voice, and hearing communication disorders. This course will include a weekly seminar on topics related to the profession.

CSD 5110 Science and Research in Communication Disorders 3-0-**3**

Advanced theoretical, statistical, and applied experimental designs, including implementation for single-subject and group design in communication disorders.

CSD 5120 Aphasia and Other Neurogenic Disorders 3-0-**3**

Prerequisites: CSD 2999. A study of the diagnostic and therapeutic principles related to aphasia, TBI, and progressive neurological communication disorders.

CSD 5130 Oro-Facial/ Syndrome Disorders 3-0-**3**

Prerequisites: CSD 5080. Advanced study of communication disorders associated with oral-facial anomalies. Specific emphasis on cleft palate/cleft lip and various syndromes or disorders in which oral-facial anomalies are present.

CSD 5140 Advanced Practicum 1-4-**3**

Prerequisites: CSD 5100 and Grade Point Average of 3.0. A supervised experience in a university, community, or home-based setting with emphasis on test administration, scoring, and interpretation for client services. Treatment of moderate to severe articulation, language, fluency, voice, hearing, and neurogenic communication disorders is emphasized. Weekly student seminars centered on presentations of diagnostic reports/results and proposed intervention strategies are included in this course.

CSD 5150 Advanced Audiology 3-0-**3**

Advanced study of audiometric diagnostic procedures and interpretation. Students will participate in a variety of experiences designed to provide a working knowledge of the audiometric test battery.

CSD 5160 Voice Disorders 3-0-**3**

A theoretical and applied study of the diagnosis and treatment of vocal disorders.

CSD 5170 Issues and Trends in Communication Disorders　　　　　2-0-**2**

Addresses current professional issues in speech-language pathology and audiology which affect service delivery including the code of ethics of the profession addressed in light of changing social , economic and political arenas.

CSD 5180 Cultural and Dialectical Issues in Communication Disorders　　　　2-0-**2**

Prerequisites: CSD 5010, CSD 5060. Seminar on the interrelation of sociological variables and linguistic performance with special emphasis on communication differences and disorders among culturally and linguistically diverse populations.

CSD 5190 Applied Practicum in the Public School　　　　　0-0-**9**

Prerequisites: 3.0 GPA, minimum of 100 client contact hours, completion of or concurrent enrollment in all graduate course work and consent of instructor. Supervised practicum consisting of full-time off-campus placement in public schools under the direct supervision of a speech-language pathologist holding the certificate of clinical competence. Students participate in client management, diagnosis, scheduling, staffing, and other activities specific to the setting. May be repeated with instructor's consent.

CSD 5200 Augmentative/Alternative Communication　　　　　3-0-**3**

Study of communication options, techniques, and strategies for persons with severe communication disorders resulting from a variety of conditions.

CSD 5210 Externship in Communication Disorders　　　　　0-0-**9**

Prerequisites: 3.0 GPA; minimum of 100 client contact hours; completion of all graduate course work; an on-site interview and consent of instructor. Supervised practicum consisting of full-time, off-campus placement in clinical settings such as hospitals, clinics, rehabilitation centers and private practice sites under the direct supervision of a speech-language pathologist holding the certificate of clinical competence. Students participate in supervised client management, diagnosis, staffings, scheduling and other activities specific to the setting.

CSD 5220 Directed Study in Communication Disorders　　　　　3-0-**3**

Prerequisites: with prior approval of instructor, advisor and Department Head. This course enables the student to explore in depth a topic relevant to his/her special interest in communication disorders. This course may be repeated.

CSD 5230 Thesis　　　　　1-0-**1** to 3-0-**3**

Prerequisites: RSCH 7100, CSD 5170. Research project resulting in the completion of a thesis.

CSD 8010 Contemporary Issues and Trends in Communication Disorders　　　　3-0-3

A course designed for presentation and discussion of current issues of local, state, and national importance related to the prevention or solution of problems which impact the field of communication disorders.

CSD 8020 Seminar in Theory and Applied Intervention　　　　　1-0-**1**

Seminar presentations regarding in-depth exploration of problems, theories, treatments, and research in specific areas of communication disorders and state of the art interventions based on theoretical conceptualizations. Students will complete 4 one-hour seminars. This course may be repeated for credit when the topic(s) covered is different. Individual topics to be announced with suffix and title.

CSD 8030 Professional Communication and Collaboration　　　　　3-0-**3**

A seminar designed to help the speech-language pathologist organize programs, prepare and administer budgets, supervise professional personnel and physical plant facilities, and provide in-service training.

CSD 8080 Thesis　　　　　0-0-**6**

This course is for the development and defense of the thesis prospectus.

DEAF: DEAF EDUCATION

DEAF 5290 Audiological Considerations for Teachers   **4-0-4**
    Introductory course in audiology for teachers. Topics to be covered include types of hearing loss, audiogram interpretation, causes of hearing loss, and treatment of hearing loss.

DEAF 5310 Methods of Teaching Reading and Writing to Deaf Students   **3-0-3**
    Principles and techniques used in the development of reading and writing skills in deaf and hard of hearing children. Focus on reading theory, applications, diagnostic procedures, and instructional methods for teaching students experiencing hearing loss.

DEAF 5370 Teaching Thinking Skills   **3-0-3**
    Designed to prepare teachers to become familiar with cognitive strategies that promote higher level thought in deaf learners. Emphasis is placed on how to incorporate these strategies into regular classroom instruction.

DEAF 5380 Curriculum Development Instruction for Deaf Students   **4-0-4**
    Curriculum planning and special adaptations in teaching school subjects to deaf and hard of hearing students at the elementary, intermediate and secondary levels. Selection, development, modification, evaluation, and use of instructional media.

DEAF 5450 Auditory and Oral Methods for Teachers   **3-0-3**
    This course covers application of diagnostic and therapeutic principles related to the development of oral speech in children with significant loss of auditory acuity.

ECED: EARLY CHILDHOOD EDUCATION

ECED 5010 Student Teaching – Inclusive ECED   0-20-**5**
    Prerequisite: Completion of all undergraduate coursework with a grade of "C" or higher and requirements to student teach as listed in the University's Undergraduate catalog. Corequisite: ECED 5020. Guided professional experience in an elementary grade (P-5). Student teachers practice teaching and managing a classroom under the supervision of a full-time master teacher and university supervisor in an off-campus setting. The experience includes observations, participation, teaching, and other activities, which make a direct contribution to an achievement of basic concepts, skills, and principles in the teaching-learning process. A minimum of 20 contact hours per week is required in the school for the entire semester.

ECED 5020 Seminar – Inclusive ECED   1-0-**1**
    Corequisite: ECED 5010. This seminar is a forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices. Topics include direct intervention issues, advocacy, collaboration, diversity and any others that arise during student teaching.

ECED 7210 Assessment and Action Research in Early Childhood Education   3-0-**3**
    A study of the role of assessment in educational change. Students examine alternative evaluation strategies and action research processes in early childhood education. Emphasis is placed on the teacher as researcher and on strategies for data collection, data analysis, and interpretation. On-line resources and computer technology to support the learning process will be incorporated.

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 7220 Early Childhood Environments   2-2-**3**

Principles for planning and implementing appropriate programs and learning environments for young children are presented. Program alternatives and models in early childhood education are presented. The integration of computer technology in supporting appropriate programs for young children will be included. Students will plan and implement changes in a classroom environment to address the principles examined in the course.

ECED 7320   Curriculum and Instructional Strategies P-5   3-0-**3**

Review of the content areas in the early childhood curriculum. Emphasis will be placed on implication of effective strategies that utilize a variety of resources and technologies to enhance teaching and learning within diverse environments.

ECED 7330 Issues and Trends in Early Childhood Education   3-0-**3**

Examination of research, trends, and problems in early childhood education, with special reference to professional ethics, mentoring, and various delivery systems for early childhood education programs. Focus is on the impact of relevant federal, state, or local public education issues and trends.

ECED 7410 The Social Sciences in Early Childhood Education   3-0-**3**

A study of the influence of the social sciences in early childhood education. The content, curriculum, and implementation of the social studies program are examined. The application of interdisciplinary knowledge from related fields such as sociology, psychology, health services, special education, history, philosophy, and anthropology to social learning is explored. Relevant computer software to support the social science curriculum in early childhood will be included. The student will plan and implement curricular improvement based on theory and practice examined in the course.

ECED 7420 Child, Family, and Society   2-0-**2**

Examination of the research and dominant theories of human development and sociocultural development within the context of the family, community, and society. Strategies for collaboration between home and school will be emphasized, and interagency cooperation within the community will be examined in relation to the benefits for young children and their families. The student will investigate a variety of community agencies serving children and families to enhance and apply an understanding of community resources which support the education of young children.

ECED 7430 Integrating Math, Science, and Technology in Early
Childhood Education   3-0-**3**

Explores the integration of curriculum in math, science, and technology. Special emphasis is placed on the utilization of inquiry methods for enhancing children's ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials. Methodology for developing the skills of problem solving, decision making, and critical and creative thinking skills is explored. The use of computer technology to enhance the math, science, and technology curriculum will be included. The student will plan and implement curricular improvement based on theory and practice examined in the course.

ECED 7540 Children, Play, and Development   3-0-**3**

Focus on the definitions and the characteristics of play as a basis for understanding cultural and gender differences and similarities in children's play, the multiple stages of play by developmental age, play in special populations, and the relationship of play to intellectual, social, physical, and emotional development. Field based observations and experiences with multiple ages of children as they engage in play is included.

ECED 7550 The Integrated Early Childhood Curriculum   3-0-**3**

In depth investigation of developmentally appropriate ECE integrated curricula which employ a holistic philosophy of ECE. Principles and processes of integrated curriculum development will be examined.

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ECED 8200 Theoretical Models in Early Childhood Education   3-0-**3**
Prerequisite: RSCH 8000. An examination of the major theoretical models that influence early childhood education. The contributions to early childhood education of various perspectives will be examined, particularly constructivism, sociolinguistics, and psycholinguistics.

ECED 8230 Mentoring and Advocacy in Early Childhood Education   2-0-**2**
An overview of the knowledge, understandings, and skills necessary to assume mentoring and advocacy roles in various capacities in early childhood education. Emphasis is given to the development of early childhood advocates who establish programs and policy that significantly and positively impact the young children, families, and communities with whom they work. Professional ethics and the development of mentoring strategies are integral parts of this course.

ECED 8300 Area Studies in ECE Curriculum and Instruction   3-0-**3**
A critical analysis of the current status of innovations and trends for curriculum development in various subject fields. Patterns of organization and techniques for curriculum development are examined and evaluated. Recognition is given to the impact of a multidimensional curriculum on planning, teaching, and learning.

ECED 8330 Design and Evaluation of Quality Programs in ECE   3-0-**3**
A study of the issues related to designing and evaluating quality programs in early childhood education. Related research is examined regarding programs and educational environments for children from diverse cultural and socio-economic backgrounds as well as differing ages and developmental levels, including children with special needs.

ECED 8410 Special Topic: Early Childhood Education Today   3-0-**3**
An interdisciplinary approach to the study of the historical, philosophical, sociological, and anthropological perspectives and influences on contemporary early childhood education.

ECED 8420 Special Topic: International Perspectives in ECE   3-0-**3**
Directed readings in international perspectives in early childhood education. Emphasis is placed on the international impact of contemporary early childhood education and research on young children in early childhood settings and programs throughout the world.

ECED 8998 Applied Research Project   2-0-**2**
Supervised development and investigation of a research problem in early childhood education.

EDAT: EDUCATION–ACCOMPLISHED TEACHING

EDAT 6000 Professional Decision Making   **3 credit hours**
Preparation for making informed decisions about effective practices, assessment of learning, and professional actions that will enable educators to optimize both instructional performance and student achievement. This course will focus on the self-assessment of individual student understanding and application of master teacher outcomes based on National Board for Professional Teaching Standards.

EDAT 6001 Using Assessment to Improve Teaching and Learning   **3 credit hours**
Advanced study of the critical role of formative and summative assessment implementation and evaluation in an effective standards-based P-12 classroom. The course addresses knowledge of assessment theory and skill in effective practice.

EDAT 6115 Knowledge of Students and Their Learning   **3 credit hours**
A critical examination of research and theories relevant to effective teaching and learning, student and teacher motivation, at-risk students, classroom management, variability in student learning, self-esteem, behavioral learning, cognitive learning, social learning, brain-based learning, multiple intelligences, and assessment. The course requires a 30-hour field experience (15 hours in the content area, 15 hours in special education) in the public school classroom.

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

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

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

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

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

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

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

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

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

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

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

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

EDUC: EDUCATION

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

Graded "Satisfactory" or "Unsatisfactory." Introductory course for a six-course sequence of core classes for the Educational Specialist degree. National Board for Professional Teaching Standards are used for the candidates' self-assessment of professional goals that are based upon an understanding and application of a master teacher as leader. This course provides the basis for an individual program of study by identifying appropriate guided electives.

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

Prerequisite: EDUC 8010. Techniques for establishing reliable and valid data sources for student, classroom, and school-improvement decisions. Students learn how to utilize technology tools for educational management.

EDUC 8030 Developing and Leading a Community of Diverse Learners   3-0-**3**

Prerequisite: EDUC 8010. Examination of the impact of cultural, multicultural, diversity, and exceptionality issues on adults' and children's relationships, communication, and educational practices in American schools. Appropriate verbal and nonverbal communication techniques are addressed.

EDUC 8040 Strategic Planning for School Reform   3-0-**3**

Prerequisite: EDUC 8010. Study of major theories and practices in the development and evaluation of school-based programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning.

EDUC 8050 Action Research   3-0-**3**

Prerequisite: EDUC 8010. Practical action research utilized for the purpose of school reform and student achievement; an examination of the reflective roles of the classroom teacher and how reflection may lead to school improvement.

EDUC 8880 Capstone Seminar   3-0-**3**

Prerequisites: EDUC 8010, EDUC 8020, EDUC 8030, EDUC 8040, EDUC 8050. Capstone course resulting in a portfolio demonstrating candidates' analysis of teaching, leadership, and mentoring. Analysis is based on the National Board Standards, educational specialist degree goals, professional development program plan designed in EDUC 8010, and candidates' school-improvement plans.

ENGL: ENGLISH

ENGL 6000 Graduate Option   3-0-**3**

An English Department course, numbered 4000 or above, which may be taken at the graduate level with appropriate adjustments agreed on by the student and the professor.

ENGL 6000 Studies in Composition Theory   3-0-**3**

Prerequisite or co-requisite: ENGL 3060 or ENGL 3080, depending upon major track. A study of the theory and practice of composition pedagogy, including crafting assignments; planning, drafting, and revising texts; and evaluating student writing.

ENGL 7000 Approaches to Graduate Study   3-0-**3**

An introduction to the fields and methods of research and writing in graduate literary study.

ENGL 7010 Approaches to Critical Theory   3-0-**3**

An introduction to the role and function of literary criticism in the context of literary studies.

ENGL 7110 Studies in British Literature to 1500   3-0-**3**

A focused survey in the area of British literature to 1500, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7120 Studies in British Literature 1500-1660   3-0-**3**

A focused survey in the area of British literature from 1500-1660, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7130 Studies in British Literature 1660-1800   3-0-**3**

A focused survey in the area of British literature from 1660-1800, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7140 Studies in British Romantic Literature   3-0-**3**

A focused survey in the area of Romantic literature, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7145 Studies in Victorian Literature   3-0-**3**

A focused survey in the area of Victorian literature, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7150 Studies in Modern and Contemporary British Literature   3-0-**3**

A focused survey in the area of modern and contemporary literature, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7210 Studies in American Literature to 1800   3-0-**3**

A focused survey in the area of American literature to 1800, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7220 Studies in American Literature 1800-1865   3-0-**3**

A focused survey in the area of American literature from 1800 to 1865, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7230 Studies in American Literature 1865-1914   3-0-**3**

A focused survey in the area of American literature from 1865 to 1900, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7240 Studies in Modern and Contemporary American Literature   3-0-**3**

A focused survey in the area of modern and contemporary American literature, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7300 Studies in Special Topics   3-0-**3**

A focused survey in a selected topic, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7320 Studies in Genre   3-0-**3**

A focused survey in genre studies, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.

ENGL 7600 Studies in Rhetoric and Composition   3-0-**3**

A focused survey in the area of rhetoric and/or composition theory.

ENGL 8110 Seminar in British Literature to 1500   3-0-**3**

A seminar in the area of British literature to 1500.

ENGL 8120 Seminar in British Literature 1500-1660   3-0-**3**

A seminar in the area of British literature from 1500-1660.

ENGL 8130 Seminar in British Literature 1660-1800   3-0-**3**

A seminar in the area of British literature from 1660-1800.

ENGL 8140 Seminar in British Romantic Literature   3-0-**3**

A seminar in the area of Romantic literature.

ENGL 8145 Seminar in Victorian Literature   3-0-**3**

A seminar in the area of Victorian literature.

ENGL 8150 Seminar in Modern and Contemporary British Literature   3-0-**3**

A seminar in the area of modern and contemporary literature.

ENGL 8210 Seminar in American Literature to 1800   3-0-**3**

A seminar in the area of American literature to 1800.

ENGL 8220 Seminar in American Literature 1800-1865   3-0-**3**

A seminar in the area of American literature from 1800 to 1865.

ENGL 8230 Seminar in American Literature 1865-1914   3-0-**3**

A seminar in the area of American literature from 1865 to 1900.

ENGL 8240 Seminar in Modern and Contemporary American Literature   3-0-**3**

A seminar in the area of modern and contemporary American literature.

ENGL 8300 Seminar in Special Topics   3-0-**3**

A seminar within the area of language and/or literature.

ENGL 8320 Seminar in Genre   3-0-**3**

A seminar in genre studies.

ENGL 8600 Seminar in Rhetoric and Composition   3-0-**3**

A seminar in the area of rhetoric and/or composition theory.

ENGL 8690 Workshop in Rhetoric and Composition   1-0-**1** to 6-0-**6**

Writing-intensive and leadership course for teachers that promotes writing-to-learn across subject areas and grade levels. Participants write for personal and professional reasons, research composition theory, and design a lesson based on their experience. The four-week program provides nine Staff Development Units or six hours of master's degree credit. The course requires formal application and interview into the South Georgia Writing Project. Graduates from this program also participate in at least two programs, either through their school or the South Georgia Writing Project over the course of the following year.

ENGL 8700 Directed Study   3-0-**3**

Research in selected areas of language and literature.

ENGL 8800 Seminar for Teaching Assistants   1-0-**1**

A seminar for graduate students currently teaching composition courses.

ENGL 8999 Thesis   3-0-**3** to 6-0-**6**

Individualized study and research in preparation for a work of fifty or more pages demonstrating competent and substantial research coupled with an innovative approach to the subject matter. May be repeated for credit.

ESOL: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

ESOL 6010 Applied Linguistics for ESOL Teachers   3-0-**3**

A study of the nature, structure, and diversity of language, emphasizing the phonological, syntactic, and semantic patterns of English in comparison and contrast with feathers of other selected languages. Prospective teachers will explore the principles of linguistic systems and major theorists and schools of linguistic thought within the cultural framework of working with communities of non-native English speakers.

ESOL 6020 Cultural Perspectives for ESOL Teachers   3-0-**3**

A study of culture and its relationship with language and education. Prospective teachers will investigate theories related to the nature and role of culture and cultural programs in the construction of learning environments and support linguistically diverse learners.

ESOL 6030 Methods and Materials for Teaching ESOL   3-0-**3**

Methods of teaching English at the elementary-, middle-, and high school-levels to students whose first language is not English. Topics includes theories of second language acquisition, instructional strategies and materials, methods of evaluating proficiency and progress, and curriculum-building.

FLED: FOREIGN LANGUAGE EDUCATION

FLED 7100 Professional Development Seminar I   2-0-**2**

Through interaction with peers and education professionals, students perform self-assessment, determine areas of skill and knowledge in need of improvement, and design an effective career growth and development plan, as a preliminary step in expanding and modifying their personal teaching strategies.

FLED 7500 Theory and Practice in Second Language Acquisition   2-0-**2**

Discussion, analysis, and practice of the various theories and models of second-language acquisition.

FLED 7600 Research and Design   2-0-**2**

Research curriculum design in foreign language education with emphasis contemporary issues.

FLED 7800 Professional Development Seminar II   2-0-**2**

A capstone experience requiring students to reflect upon their teaching experiences through interactions with peers, secondary education professionals and other educators in their content area. The preparation and presentation of a portfolio reflecting their student teaching experience is required.

FREN: FRENCH

FREN 5410 Francophone Literature   3-0-**3**

Selected works of 20th-century Francophone writers from the French-speaking community outside of France, especially the Caribbean, Africa, and Quebec.

FREN 5610 Women Writers of 17th-Century France   3-0-**3**

Selected literary works of major women writers of 17th-century France.

FREN 5630 Topics in French Language or Literature   1-0-**1**

Intensive study to improve the student's ability in a particular area of French language or Francophone literature. This course requires independent work of the student and may be repeated with different topics for a total of 3 hours.

FREN 6400 French Phonetics and Advanced Conversation   3-0-**3**

Study of phonetic principles and their applications.

FREN 6410 French Composition and Advanced Grammar   3-0-**3**

Advanced study of grammar, practical composition, and refinement of written expression.

FREN 6420 French Translation: English to French   3-0-**3**

Translation techniques from English to French, including idiomatic expressions and extensive practice in written French.

FREN 6650 French Literature of the 20th Century   3-0-**3**

Selected major literary works of France, from 1901 to the present.

FREN 6950 Directed Study   3-0-**3**

Study in an area or topic of Francophone literature or the French language not normally found in established courses offered by the department. The work is done under the supervision of a professor.

GEOG: GEOGRAPHY

GEOG 5020 Geoscience Perspectives on Global Climate Change   1-0-**1**

Also offered as GEOL 5020. Study of global climate change from the perspective of the geoscientist. Topics include whether or not global climate change is occurring, possible causes of global climate change, climate change in the geologic record, implications of climate change on the human population, and proposed methods and policies designed to limit or reverse processes believed to lead to global climate change.

GEOG 5050 Computer Cartography and Image Analysis   2-2-**3**

An introduction to digital production of general and thematic maps. Lectures and laboratory exercises cover principles of cartography and remote sensing as well as the manipulation and visualization of spatial data and imagery.

GEOG 5051 Introduction to Geographic Information Systems   2-2-**3**

An examination of geographic information systems, including methods of capture, storage, analysis, and display of spatially-referenced data. Laboratory exercises provide experience with typical GIS operations and applications.

GEOG 5052 Advanced Geographic Information Systems   2-2-**3**

Advanced applications of GIS including: overlay analysis, writing short macros for repetitive operations, spatial modeling and technical support of complex land use and natural resource management decision making. Laboratory exercises designed to form a cartographic and software portfolio for students.

GEOG 5053 Application Issues in Geographic Information Systems   3-0-**3**

Operational and planning issues in GIS. Students will learn which issues need to be considered when proposing and implementing a GIS and will have opportunities to evaluate how a GIS can be used to solve specific planning problems.

GEOG 5100 Regional Planning and Environmental Management   3-0-**3**

Introduction to planning for economic development, service provision and resource management at scales larger than municipalities with an emphasis on the environmental impacts of planning policy and regulation.

GEOG 5120 Geosciences Field Trip   1-8-**3**

Also listed as GEOL 5120. Prerequisite: GEOG 1113K or GEOL 1121K. Student fee required. Offered only during Summer I sessions. Geology and geography of selected regions studied by readings on the region of interest during the first week, followed by a two-week field trip to points of interest. The interactions among geology, surficial processes, and organisms and how these interactions impact humans will be emphasized. Field trip destination is different each summer.

GEOG 5150 Meteorology and Climatology   3-0-**3**

A detailed examination of atmospheric motions and climatic controls including, the Earth's radiation and energy balance, air mass dynamics, weather systems, and past and present climates of the Earth.

GEOG 5200 History of Life   2-3-**3**

Also listed as GEOL 5200. Principles of paleontology with emphasis on the history of life including vertebrates. Includes an account of the outstanding forms of life from the beginning of earthtime to the present, and those paleontologically significant groups that are uncommon, different, or extinct today.

GEOG 5210 An Introduction to Hydrology   3-2-**4**

Also listed as GEOL 5210. An introduction to surface and subsurface hydrology, examining components of the hydrologic cycle. Topics include local and global water balance, precipitation, interception and infiltration, runoff, stream flow, water storage, and groundwater. This course makes use of some mathematical equations.

GEOG 5300 An Introduction to Process Geomorphology   3-3-**4**

Also listed as GEOL 5300. An introduction to process geomorphology examining landforms and their formative processes. Topics include weathering and slope, fluvial, coastal, aeolian, glacial and periglacial processes, and the application of soils to geomorphology. This course makes use of some mathematical equations. Field trip required.

GEOG 5310 Physiography of North America   3-0-**3**

The physiographic description, including the landforms, soils, structural framework, climate, plant and animal geography, natural resources, and the unique environmental problems of each major physiographic province of the United States and Canada, including Alaska, Hawaii, and Puerto Rico.

GEOG 5320 Geomorphology of Fluvial and Coastal Environments   3-0-**3**

An examination of processes and landforms in fluvial (river) and coastal environments. Fluvial topics include channel geometry and pattern, characteristics of flow, sediment load, bedforms, and floodplains. Coastal topics include the study of waves and tides, coastal sediment transport, beaches, and the effects of changing sea level. This course makes use of some mathematical equations.

GEOG 5410 Cultural Geography   3-0-**3**

A study of the Earth as the home of humankind, emphasizing the spatial and functional complexes of human geography. Topics to be considered are population, settlement form, settling processes, resources, and economic, political, and societal organizations.

GEOG 5510 Urban Community Planning   3-0-**3**

Principles and applications of planning for neighborhoods, towns and cities with an emphasis on the United States. Topics covered include: public services, land-use decision making, economic development, growth management and the role of non-government organizations.

GEOG 5610 Economic Geography   3-0-**3**

A study of area variations in human economic activities as related to production exchange, and consumption of economic goods and services. Emphasis is placed on location of economic activities and related theories.

GEOG 5710 Environmental Soil Science   3-3-**4**

Also listed as GEOL 5710. Prerequisites: CHEM 1211K; GEOG 1113K or GEOL 1121K. Soil properties, distribution and classification, factors of soil formation, and the relationships among soils, geomorphology, and the environment, stressing analysis and use of soils and soil databases for proper urban, agricultural, and environmental land use.

GEOG 5810 Introduction to Biogeography   3-0-**3**

Also offered as BIOL 5810. Prerequisites: Three of the following courses: GEOG 1112, GEOG 1113, BIOL 2010, BIOL 2230, BIOL 2270.   An overview of factors controlling the distribution of plants and animals on the Earth. Topics discussed include ecological and evolutionary processes, geophysical and climatic phenomena, and historical and anthropogenic events that have influenced current distributions.

GEOG 5910 European Geography   3-0-**3**

A survey of European geography, with a special emphasis on the European Union. Topic areas covered include physical, economic, political, and cultural geography of Europe.

GEOG 5920 Geography of the Middle East   3-0-**3**

A survey of the nations of the Middle East, with a special emphasis on the Arab-Israeli conflict. Topic areas covered include physical, economic, political, and cultural geography of the Middle East.

GEOG 6700 Field Methods in Environmental Geography   2-4-**4**

Study of field techniques and field problems in physical geography. Course includes classroom presentations, field projects, field trips, and writing technical reports.

GEOG 6800 Internship in Environmental Geography   0-6-**3** to 0-12-**6**

A supervised, practical experience using physical geography skills in an appropriate organization. Provides the student with an opportunity to apply skills learned during pursuit of environmental geography degree to real world situations. (Graded on an S/U basis).

GEOG 6900 Special Topics in Geography   1-0-**1** to 4-4-**6**

Topic to be assigned by instructor; the course may be repeated more than once if the topics are different.

GEOG 6990 Directed Study in Geography   1-0-**1** to 4-4-**6**

Study in area or subject not normally found in established courses offered by the department; may also allow students to explore in more detail and/or depth an area or subject covered by the department.

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.

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GEOL: GEOLOGY

GEOL 5010 Environmental Geology   2-2-**3**

The application of basic geologic principles and techniques to problems in land-use plan-ning, resource management, waste disposal, conservation, energy plant sitings, under-and-above-ground construction, subsidence, construction in seismic areas, slope-sta-bility, urban development and other problems resulting from human interaction with the geological habitat.

GEOL 5020 Geoscience Perspectives on Global Climate Change   1-0-**1**

Also offered as GEOG 5020. Study of global climate change from the perspective of the geoscientist. Topics include whether or not global climate change is occurring, possible causes of global climate change, climate change in the geologic record, implications of climate change on the human population, and proposed methods and policies designed to limit or reverse processes believed to lead to global climate change.

GEOL 5050 Oceanography   3-0-**3**

The physical, chemical, geological, and biological characteristics of the ocean and the interac-tions between the hydrosphere, lithosphere, atmosphere, and biosphere.

GEOL 5100 Principles of Mineralogy/Petrology   2-3-**3**

An introduction to mineral and rock identifications, and the study of the genesis, occurrence, and uses of common minerals and rocks. Laboratory consists of identification of common rocks and minerals.

GEOL 5101 Mineralogy   3-3-**4**

The classification, identification, and crystallography of the principal rock-forming miner-als, silicate and non-silicate; and the introduction of the use of the petrographic microscope in the study of the crystallography and identification of minerals.

GEOL 5102 Petrology and Petrography   3-3-**4**

Genesis, classification, and properties of igneous, metamorphic, and sedimentary rocks. Laboratory includes the use of analytical methods, hand specimens, and thin-section study with the petrographic microscope, and the macroscopic and microscopic properties of important rock types.

GEOL 5120 Geosciences Field Trip   1-8-**3**

Also listed as GEOG 5120. Prerequisite: GEOG 1113K or GEOL 1121K. Student fee required. Offered only during Summer I sessions. Geology and geography of selected regions studied by readings on the region of interest during the first week, followed by a two-week field trip to points of interest. The interactions among geology, surficial processes, and organisms and how these interactions impact humans will be emphasized. Field trip destina-tion is different each summer.

GEOL 5200 History of Life   2-3-**3**

Also listed as GEOG 5200. Principles of paleontology with emphasis on the history of life including vertebrates. Includes an account of the outstanding forms of life from the beginning of earthtime to the present, and those paleontologically significant groups that are uncom-mon, different, or extinct today.

GEOL 5210 An Introduction to Hydrology   3-2-**4**

Also listed as GEOG 5210. An introduction to surface and subsurface hydrology, examin-ing components of the hydrologic cycle. Topics include local and global water balance, precipitation, interception and infiltration, runoff, stream flow, water storage, and ground-water. This course makes use of some mathematical equations.

GEOL 5220 Invertebrate Paleontology   2-2-**3**

Identification, classification, and natural history of major groups of invertebrates preserved as fossils in the geologic record, with special attention to those forms commonly encountered in the southeastern United States. Emphasis in laboratory will include taxonomic affinities and functional morphology. Saturday (optional) field trips will be scheduled to local areas of interest.

GEOL 5230 Vertebrate Paleontology   2-2-**3**

Geologic history and evolution of animals with backbones, with coverage of extinct groups such as the Dinosauria.

GEOL 5250 Micropaleontology   2-2-**3**

The classification, stratigraphic relationships, and methods of study of microfossils with emphasis on the stratigraphically important groups.

GEOL 5300 An Introduction to Process Geomorphology   3-3-**4**

Also listed as GEOG 5300. An introduction to process geomorphology examining landforms and their formative processes. Topics include weathering and slope, fluvial, coastal, aeolian, glacial and periglacial processes, and the application of soils to geomorphology. This course makes use of some mathematical equations. Field trip required.

GEOL 5410 Structural Geology   2-2-**3**

Structural features of the rocks, such as folds, faults, joints, cleavage, and primary structures, including their origin, classification, analyses and economic relationships. A study of tectonic plate motion is included. Laboratory work includes depth and thickness problems, structure sections, and structure contour maps.

GEOL 5450 Field Methods in Geology   2-4-**4**

An introduction to the basic tools and techniques used in preparation of topographic and geologic maps, and profiles and cross-sections. Includes uses of plane table, alidade, brunton compass, and aerial photographs.

GEOL 5500 Principles of Geochemistry   3-2-**4**

The application of chemical principles to study of geological and environmental processes. Course emphasis is on understanding processes that influence the chemistry of water, sediment, and soil. Specific topics include aqueous solutions, thermodynamics, mineral-water equilibria, oxidation-reduction reactions, and radiogenic and stable isotopes. Laboratory component of the course is field-based.

GEOL 5710 Environmental Soil Science   3-3-**4**

Also listed as GEOG 5710. Prerequisites: CHEM 1211K; GEOG 1113K or GEOL 1121K. Soil properties, distribution and classification, factors of soil formation, and the relationships among soils, geomorphology, and the environment, stressing analysis and use of soils and soil databases for proper urban, agricultural, and environmental land use.

GEOL 6110 Principles of Stratigraphy   3-0-**3**

The interrelationships of stratigraphy, sedimentation, and paleogeography; methods in stratigraphy and correlation.

GEOL 6900 Special Topics in Geology   1-0-**1** to 4-4-**6**

Topics to be assigned by instructor; may be taken more than once if topics are different; up to a total of 6 credit hours.

GEOL 6950 Directed Studies in Geology   1-0-**1** to 4-4-**6**

Study of subjects not normally found in established courses offered by this department; may also allow students to explore in more detail and/or depth subjects covered by this department, up to a maximum of 6 credit hours.

HIST: HISTORY

HIST 5030/5040/5050/5060/5070/5080/5090 Special Topics in History   3-0-**3 each**
　　Selected themes of historical and contemporary interest.

HIST 5120 History of Cuisine and Culture   3-0-**3**
　　Overview of food and human society from early human civilization to the modern era. The course will emphasize changes in food production and consumption as well as the development of ethnic and cultural differences in cuisine.

HIST 5201 The Ancient Near East   3-0-**3**
　　The history of Ancient Egypt and Mesopotamia, with emphasis on political structures, social institutions, and cultural developments.

HIST 5202 Hellenistic Greece and Rome   3-0-**3**
　　A study of Mediterranean civilization from the era of Alexander the Great through the fall of the Roman Empire. Greco-Roman contributions to western cultural traditions will be emphasized.

HIST 5205 Europe in the Age of Louis XIV, 1648-1750   3-0-**3**
　　A study of major trends in European history from the Peace of Westphalia to the Enlightenment. Cultural, social, and political achievements of European countries will be stressed.

HIST 5206 Revolutionary Europe, 1750-1815   3-0-**3**
　　A study of major developments in Europe from the Enlightenment through the defeat of Napoleon. The impact of the French Revolution will be emphasized.

HIST 5207 Europe, 1815-1914   3-0-**3**
　　A survey of the leading developments of the period in Europe, including social and nationalistic trends. Emphasis is placed on factors leading to World War I.

HIST 5208 Europe, 1914-1945   3-0-**3**
　　A survey of the lost generation living in a society broken and disillusioned by World War I.

HIST 5209 Europe Since 1945   3-0-**3**
　　A study of European domestic and international affairs since 1945 with emphasis upon the major states.

HIST 5301 Britain to 1603   3-0-**3**
　　History of the British Isles from prehistory to the advent of the Stuarts, with emphasis on political, social, economic, and cultural developments .

HIST 5302 Britain Since 1603   3-0-**3**
　　History of the British Isles from 1603 to the present, with emphasis on political, imperial, social, and economic developments.

HIST 5303 English Constitutional History   3-0-**3**
　　A study of the development of English judicial and governmental institutions from the Anglo-Saxon period to the present.

HIST 5401 Slavic Europe to 1815   3-0-**3**
　　History of Slavic Europe from the early Middle Ages to the end of the Napoleonic Wars. The course will examine the history of Russian and other Slavic peoples, with an emphasis on political, religious, social, and economic developments.

HIST 5402 Slavic Europe Since 1815   3-0-**3**
　　History of Slavic Europe from 1815 to the present. The course will examine the history of Russian and other Slavic peoples in the modern period.

HIST 5500 German History, 1700-1945   3-0-**3**
　　An in-depth study of German history from the rise of Brandenburg-Prussia to the fall of Nazi Germany. Topic areas include social, political, intellectual, cultural, diplomatic, and gender history.

HIST 5502 Topics in German History   3-0-**3**

An in-depth study into the history and historiographical and philosophical debates of a particular issue or period in German history. May be repeated for credit.

HIST 5601 World Military History to 1618   3-0-**3**

Overview of major developments in military history to 1618. The course examines changes in military strategy, technology, and organization, with a focus on comparing systems in different regions and time periods.

HIST 5602 World Military History Since 1618   3-0-**3**

Overview of major developments in military history since 1618 and the outbreak of the Thirty Years War. The course examines changes in military strategy, technology, and organization, with a focus on comparing systems in different regions and time periods.

HIST 6100 United States Constitutional History   3-0-**3**

Development of American constitutionalism from its origins in England and colonies to the present time.

HIST 6101 American Legal History   3-0-**3**

History of American law from colonial times to the present. The course will examine developments in American legal history, especially the relationship between social and legal changes in such areas as criminal law, the law of slavery, and private law, particularly at the state level. The course also examines the development of such legal institutions as the bench and bar and legal education.

HIST 6105 European Ethnicity in American History   3-0-**3**

A study of European immigration to the United States during the 19th and 20th centuries. The course will examine the reason why Europeans came to American, the problems they faced in the assimilation process, and the contributions they made to the growth of the United States.

HIST 6198 Colonial North America to 1763   3-0-**3**

A study of major themes in colonial history in North America to 1763. The course will examine such themes as the origins of European colonization, the development of slavery, gender and race relations, religion and society, the imperial struggle for North America, and intercultural relations among Europeans, Africans, and Native Americans.

HIST 6199 Revolutionary America, 1763-1789   3-0-**3**

A study of the American Revolutionary era from the end of the Seven Years War to the ratification of the Constitution. The course examines political, economic, cultural, social, and military history of the period, with special emphasis on race and gender relations, the origins of American identity, the War for Independence, and the drafting and ratification of the Constitution.

HIST 6202 United States, 1789-1850   3-0-**3**

A study of United States history from the Washington administration through the Compromise of 1850, focusing on political, cultural, social, and economic developments.

HIST 6203 United States, 1850-1877   3-0-**3**

A study of United States history from the Compromise of 1850 to the end of Reconstruction. Focuses on the sectional crisis of the 1850s, the Civil War, and the Reconstruction process after the war.

HIST 6204 United States, 1877-1921   3-0-**3**

A study of United States history from the end of Reconstruction to the end of the Wilson administration. Emphasizes diplomatic, ethnic, cultural, political, and social developments.

HIST 6205 United States, 1921-1945   3-0-**3**

A study of United States history from the end of World War I to the end of World War II. Focuses on the "Roaring '20s," the Great Depression, and U.S. involvement in World War II.

HIST 6206 United States Since 1945   3-0-**3**

A study of United States history since World War II with emphasis on political, cultural, social, and economic developments and the nation's foreign relations.

HIST 6207 United States Diplomacy to 1921   3-0-**3**

A study of United States foreign relations from the Revolutionary period through 1921.

HIST 6208 United States Diplomacy since 1921   3-0-**3**

A study of United States foreign relations since 1921.

HIST 6211 Georgia History through 1865   3-0-**3**

A study of Georgia's history from its occupation by the earliest Indians through the Civil War, with attention to the state's development in its regional, national, and international context. Satisfies the Georgia History legislative requirement.

HIST 6212 Georgia History since 1865   3-0-**3**

A study of Georgia's history from the Civil War to the present, with attention to the state's development in its regional, national, and international context. Satisfies the Georgia History legislative requirement.

HIST 6220 Local History   3-0-**3**

A study of the methodology of local history research and writing. The course examines aspects of South Georgia history as a means of providing the student with an opportunity to apply the methodology.

HIST 6221 The Old South   3-0-**3**

A detailed study of the social, economic, cultural, and intellectual life of the colonial and antebellum South, with consideration of the influence of slavery.

HIST 6222 The New South   3-0-**3**

A history of the South since the Civil War, with special attention to political, social, economic, and cultural developments, as well as the problems of southern blacks after emancipation.

HIST 6225 History of the American West   3-0-**3**

History of the American West from Spanish colonial times to the present. The course will consider economic, social, political, and cultural developments of the region.

HIST 6226 Southeastern Colonial Experience   3-0-**3**

A study of the American Southeast in colonial times. The course will examine English, Spanish, and French colonial activity as well as the distinctive history of African Americans and Native Americans in the region as they relate to the colonizing powers.

HIST 6231 African American History to 1865   3-0-**3**

The history of African-Americans from their origin in Africa to the end of slavery in the U.S., with emphasis on their economic life and social thought.

HIST 6232 African American History Since 1865   3-0-**3**

The history of the African-American struggle for equality after emancipation, with special focus on the problems of black leadership from Frederick Douglass to the present.

HIST 6240 American Social History   3-0-**3**

Analysis of the major trends in religion, culture, social structures, and social groups in the United States from the Colonial Era until the present. Particular attention is paid to the experiences of the various ethnic groups making up the American people.

HIST 6241 Native American History to 1850   3-0-**3**

Overview of Native American history in North America from the earliest human occupation of the continent to 1850. The course examines the economic, cultural, diplomatic, military, and social history of Native Americans, including the development and implementation of Indian policies by non-natives.

HIST 6242 Native American History Since 1850   3-0-**3**

Overview of Native American history in North America since 1850. The course examines the economic, cultural, diplomatic, military, and social history of Native Americans, including the development and implementation of United States Indian policy

HIST 6243 Native People in the American Southeast   3-0-**3**

A study of the native peoples of the southeastern United States from prehistory to Re-moval. The course will emphasize social and cultural changes as well as relationships among native groups.

HIST 6250 History of Religion in the South   3-0-**3**

Overview of general religious patterns and their influence on southern society, with particu-lar attention to mass religious movements such as the Great Awakening, Great Revival, Mission/Antimission Movement, Confederate Religion, African American Religion, Holi-ness/Pentecostalism, the Charismatic Movement, and the rise of the Religious Right. The course also will focus on the origins and development of the major denominations in the South.

HIST 6261 Women in the U.S. to 1869   3-0-**3**

A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, and more specifically, the ways women influenced and were influenced by various events and movements in U.S. history from the Colonial period to 1869.

HIST 6262 Women in the U.S., 1869 to the Present   3-0-**3**

A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, more specifically, the ways women influenced and were influenced by various events and movements in U.S. history from 1869 to the present.

HIST 6270 History of Women in the U.S. South   3-0-**3**

A study of the history of the U.S. South from women's perspectives. An examination of the contributions of women to southern social, cultural, and political developments, and of the ways in which gender, class, and race influence women's regional identity.

HIST 6280 History of U.S. Women Activists and Social Reformers   3-0-**3**

An examination of women activists and reformers at different periods in U.S. history, of the issues that have motivated women to activism and reform efforts, and of the ways women have contributed to, influenced, and been influenced by various social movements in U.S. history

HIST 6290 U. S. Military History   3-0-**3**

A study of military experiences and issues in American history from the Colonial Era to the present. The course analyzes war, its economic issues, technological developments, politics, and other factors that have influenced military aspects of American history.

HIST 6291 U. S. Political History I   3-0-**3**

A study of U.S. political history to 1877. Special emphasis will be placed on national elections and the parties and issues that have influenced American political history.

HIST 6292 U. S. Political History II   3-0-**3**

A study of U.S. political history from 1877 to the present. Special emphasis will be placed on national elections and the parties and issues that have influenced American political history.

HIST 6301 Colonial Latin America   3-0-**3**

The founding, growth, and development of Latin America by Spain and Portugal to the wars of independence.

HIST 6302 Republican Latin America   3-0-**3**

Major historical trends in Latin America since the wars of independence.

HIST 6303 The Spanish Borderlands   3-0-**3**

A study of the history of Spanish North America and its influence on the history of the United States and Native Americans, 1513-1850. Special emphasis will be placed on the region's diversity of peoples and intercultural relations as well as aspects of social, cultural, economic, imperial, and military history.

HIST 6304 The Caribbean   3-0-**3**

Political, economic, social, and cultural developments of the major Caribbean countries, 1492 to the present.

HIST 6401 East Asia   3-0-**3**

An analysis of the principal historical and cultural developments in China, Japan, and Korea, with special emphasis upon the interactions of those nations among themselves, their responses to western culture, and their roles in regional and world affairs.

HIST 6402 Asia in the Modern World   3-0-**3**

A general overview of the role of Asia in the contemporary world, with special reference to such phenomena as geography, population trends, cultural diversity, and regional and world interactions of the Asian nations.

HIST 6403 The Indian Subcontinent   3-0-**3**

An analysis of the 5000-year-old culture of the Indian subcontinent and Sri Lanka, with major emphasis upon the indigenous religions of the region and the impact of western culture and Christianity. Other topics considered are population, caste, the family, village life, government organization, the impact of British rule, and the independence movements that led to the establishment of the independence of India, Sri Lanka, and Bangladesh.

HIST 6404 History of the Vietnam War   3-0-**3**

An exploration of the many interrelated aspects of the conflict in Vietnam. Topics include French colonization, Ho Chi Minh and Vietnamese nationalism, the 1946-1954 war between the French and the Vietminh, the Cold War policies of the United States, escalating United States intervention in Vietnam, the United States's war in Vietnam (1965-1973), the fall of Saigon, domestic opposition to the war within the U.S.A., and postwar legacies of the conflict.

HIST 6501 History of the Middle East to 1798   3-0-**3**

Overview of the political, religious, and cultural history of the Middle East from the beginning of the Islamic era to Napoleon's invasion of Egypt.

HIST 6502 History of the Middle East Since 1798   3-0-**3**

Overview of the history of the Middle East in the modern period. The course examines the development of modern states, the effects of imperialism, the impace of World War I and II, and the results of the Arab-Israeli conflict.

HIST 6511 Precolonial Africa   3-0-**3**

An analysis of the 8000-year-old cultures of the Nile Valley, including Egypt, Nubia, and Kush; West Africa and its contacts with the Middle East and Europe; the East African city-states and their contacts with India.

HIST 6512 Modern Africa   3-0-**3**

An examination of the European colonization of Africa and the African response. The course also examines the emergence of African nationalism and the problems of creating new states.

HIST 6810 Internship in History   3-0-**3** to 9-0-**9**

Graded "Satisfactory" or "Unsatisfactory." Supervised practical experience related to the discipline of history in an appropriate agency, combined with a program of academic work. The number of credit hours granted in dependent on the nature of the program, the hours worked, and the academic program approved in advance. A maximum of 9 hours will be awarded for HIST 6810.

HIST 7000 Seminar in Historiography   3-0-**3**

A seminar focusing on the history of historical writing from the ancient world to the present. Topics covered include major themes, schools of thought, methods of research, and the writings of influential historians.

HIST 7101/7102/7103 Seminars in United States History   3-0-**3 each**

Seminars on selected topics in the history of the United States.

HIST 7201/7202 Seminars in British History   3-0-**3 each**

Seminars on selected topics in British history.

HIST 7301/7302 Seminars in European History   3-0-**3 each**
    Seminars on selected topics in European history.
HIST 7401/7402 Seminars in Latin American History   3-0-**3 each**
    Seminars on selected topics in Latin American history.
HIST 7501/7502 Seminars in Asian History   3-0-**3 each**
    Seminars on selected topics in Asian history.
HIST 7600 Seminar in African History   3-0-**3**
    Seminar on selected topics in African history
HIST 7700 Seminar in Middle Eastern History   3-0-**3**
    Seminar on selected topics in Middle Eastern history.
HIST 7800 Seminar in Women's History   3-0-**3**
    Seminar on selected topics in Women's history.
HIST 7950 Directed Study in History   3-0-**3**
    Supervised readings in areas of history not normally available in regular graduate course
    offerings, with regular conferences between instructor and student.
HIST 7970 Libraries and Literacy in History   **3 credit hours**
    Also offered as MLIS 7970. An exploration of the development of reading, writing, and
    information management from the proto-literate stages of the ancient Near East to the
    present computer age. Intellectual foundations of research and librarianship will be empha-
    sized in their historical contexts.
HIST 7999 Thesis   3-0-**3** to 6-0-**6**

INTL: INTERNATIONAL PROGRAMS

INTL 5000 Foreign Exchange   0-0-**0**
    A course for foreign students enrolled at VSU under official exchange agreements of the
    University.
INTL 5170 Topics in International/Intercultural Studies   1-0-**1** to 3-0-**3**
    Special topics in international studies include on-campus experiences, seminars, workshops
    such as the National Model United Nations program, and the courses offered in conjunction
    with the Focus lecture series each spring. May be repeated for credit.
INTL 5500 Study Abroad   0-0-**0** to 3-6-**3**
    Prerequisite: Acceptance to a VSU study abroad program. Courses for students study-
    ing abroad on VSU-approved programs. Students must have written approval from the
    Center for International Programs and relevant academic units to register for these courses.
    The number of credit hours granted is dependent on the nature of the program. Faculty
    supervisors in relevant departments will be responsible for assigning credit and reporting
    grades.
INTL 5501 Study Abroad   0-0-**0** to 3-6-**3**
    Prerequisite: Acceptance to a VSU study abroad program. Courses for students studying
    abroad on VSU-approved programs. Students must have written approval from the Center for
    International Programs and relevant academic units to register for these courses. The number of
    credit hours granted is dependent on the nature of the program. Faculty supervisors in relevant
    departments will be responsible for assigning credit and reporting grades.
INTL 5502 Study Abroad   0-0-**0** to 3-6-**3**
    Prerequisite: Acceptance to a VSU study abroad program. Courses for students studying
    abroad on VSU-approved programs. Students must have written approval from the Center for
    International Programs and relevant academic units to register for these courses. The number of
    credit hours granted is dependent on the nature of the program. Faculty supervisors in relevant
    departments will be responsible for assigning credit and reporting grades.

ITED: INSTRUCTIONAL TECHNOLOGY

ITED 7000 Technologies for Teaching and Learning   3-0-**3**

Exploration and application of tools and techniques to support education, academic productivity, and professional development. Includes legal and ethical issues related to technology.

ITED 7040 Thinking and Learning with Computers   3-0-**3**

Exploration of computer applications as cognitive tools for engaging and enhancing thinking in learners. Examines the theoretical, pedagogical, and practical reasons for using computers as thinking tools.

ITED 7050 Distance Education   3-0-**3**

Introduction to distance education technologies and their utilization as instructional delivery systems.

ITED 7070 Decision-Oriented Research and Evaluation   3-0-**3**

Introduction to field-based research and evaluation issues and methodologies. The course covers problem identification, sources of data, communication with clients, legal and ethical considerations, use of data for decision making, and research and evaluation techniques, including action research.

ITED 7080 Technology and Learning Standards   3-0-**3**

Integration of technology into learning environments with an emphasis on matching technology with instructional approaches, content, student needs, and assessment to meet Georgia Performance Standards.

ITED 7100 Foundational Theories in Instructional Technology   3-0-**3**

Introduction to theories of learning, instruction, communication, information, and systems as applied to research and practice in the field of instructional technology. Includes presentation skills and instructional techniques.

ITED 7200 Information Sources and Uses   3-0-**3**

Introduction to information sources including Internet and databases, search strategies, information retrieval, access issues, legal and ethical issues, and evaluation of information.

ITED 7201 Information Resources and Services   3-0-**3**

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

ITED 7202 Bibliographic Organization   3-0-**3**

Introduction to basic cataloging and classification tools and processes as applied to integrated electronic systems. This course includes bibliographic networks, resource sharing, and database maintenance and evaluation.

ITED 7203 Administering School Media Centers   3-0-**3**

Study of school library media professionalism and the organization, functions, facilities, and management of P-12 school media centers. This course includes planning, coordinating, supervising, budgeting, and evaluating media center personnel, services, and programs.

ITED 7299 Internship in School Media Centers   **3 hours credit**

Prerequisite: Approval of advisor. Supervised field experience in administering P-12 school media centers.

ITED 7300 Instructional Design   3-0-**3**

Introduction to the systematic design of instruction and applied research, including front-end analysis, use of instructional learning theories to select learning strategies, assessment, and formative and summative evaluation.

ITED 7301 Systematic Design of Instruction   3-0-**3**
   Application of systematic design principles to instructional and non-instructional projects.
   Includes project management, team building, and development issues for different delivery
   systems.

ITED 7302 Needs Assessment   3-0-**3**
    Application of research and evaluation skills to a field-based needs assessment; investiga-
   tion of non-instructional solutions with attention to performance improvement. The course
   includes the use of job task analysis, consideration of organizational cultures, and applica-
   tion of team-building skills.

ITED 7303 Advanced Instructional Design   3-0-**3**
   Prerequisite: Approval of advisor. Development of a professional project in which stu-
   dents design, implement, and evaluate an instructional product or learning environment.

ITED 7399 Internship in Technology Applications   **3 hours credit**
   Prerequisite: Approval of advisor. A university-supervised field experience in an instruc-
   tional technology setting.

ITED 7400 Computer and Network Technology   3-0-**3**
   Introduction to computer system components, connections, network equipment, and deliv-
   ery system management. Emphasis is given to concepts and hand-on activities related to
   configuration, specifications, standards, and installations.

ITED 7401 Using Networked Systems for Teaching and Learning   3-0-**3**
   Practical experiences in setting up, managing, and using network applications to support
   instruction, collaboration, and computer-mediated communication.

ITED 7403 Instructional Technology Seminar   3-0-**3**
   In-depth investigations of specific contemporary topics and technologies using computer-
   mediated communications. Electronic media are the primary vehicles for course content and
   contact.

ITED 7500   Management and Production of Multimedia Projects   3-0-**3**
   Design, production, and management of multimedia projects for instruction. Emphasis is on
   design, development, utilization, management, and evaluation of team-bases projects.

ITED 7900 Special Topics in Instructional Technology   1-0-**1** to 3-0-**3**
   In depth study of specific issues in instructional technology. Course may be repeated under
   different topics.

ITED 8100 Theories, Models, and Perspectives of Instructional Technology   3-0-**3**
   Survey and analysis of the theoretical perspectives of change, communication, diffusion,
   systems, learning, and instruction as applied in instructional technology.

ITED 8200 Instructional Design for Training and Education   3-0-**3**
   Applications of systematic design principles to address as identified need in a training or
   education context. This course includes problem identification, message design, instructional
   strategies, and learner characteristics.

ITED 8300 Technology Tools for Training and Education   3-0-**3**
   Prerequisite: ITED 8200. Application of various technologies and products for instruc-
   tional development. Includes in-depth use of computer-related technology tools to create
   effective instructional materials.

ITED 8400 Technology Selection for Learning Environments   3-0-**3**
   Practical experiences as evaluators and consumers of educational technology based on re-
   search and review of commercial, educational, and other authoritative sources. The course
   includes source, vendor, and product analysis, study of effectiveness and other benefits, and
   incorporation in technology plans and facilities.

ITED 8500 Leadership in Instructional Technology   3-0-**3**
   A study of theories and techniques for facilitating instructional and technological change.
   Emphasis is on team building, reflective practice and application in a field-based setting.

ITED 8900 Special Topics in Instructional Technology 1-0-**1** to 3-0-**3**

Advanced study of specific contemporary issues in instructional technology. Course may be repeated under different topics.

ITED 8960 Best Practices Literature in Instructional Technology 3-0-**3**

Broad critical analysis of professional literature in order to define, frame, and contextualize action-research projects. The use of print and on-line resources to identify important theoretical and empirical contributions that connect action-research interests to existing professional literature is discussed. Emphasis is placed on learning the skills of reviewing literature and applying the conventions of academic writing using the Publication Manual of the American Psychological Association.

ITED 8970 Action Research Methods and Planning 3-0-**3**

Prerequisite: ITED 8960 or permission of the instructor.   An in-depth study of the foundations, assumptions, methods, techniques, and ethics of action research, along with a framework for evaluating action-research studies. The focus is on designing a study to enhance technology-based learning and human performance in a learning organization.

ITED 8999 Action Research Project **3 hours credit**

Prerequisite: ITED 8970. The data collection, analysis, and reporting phase of the Education Specialist research project. May be repeated.

KSPE: KINESIOLOGY AND PHYSICAL EDUCATION

KSPE 6500 Workshop in Coaching Athletics 3-0-**3**

A workshop dealing with the techniques and strategies of football, basketball, baseball, and track. General topics relating to the psychology of coaching to administrator's problems and to physiological principles are also covered.

KSPE 7010 Exercise Physiology 2-2-**3**

Principles of physiology with special emphasis on the integration of organ systems in adapting to the requirements of muscular activity during exercise.

KSPE 7020 Scientific Analysis of Human Movement 2-2-**3**

Mechanical analysis of motor skills with special emphasis on the laws of physics and their application to physical education and athletics.

KSPE 7040 Motor Learning 3-0-**3**

Theories of learning and other psychological principles that relate to the mastery of motor skills are explored. Current research in both educational psychology and physical education is investigated.

KSPE 7050 Advanced Exercise Testing and Prescription for Various Populations   3-0-**3**

Prerequisite: KSPE 3011 or equivalent or permission of the instructor. An advanced concentrated study of KSPE 3011. Topics include various exercise testing protocols for specific populations, radionuclide techniques, predictive implications, value a screening tool, problems related to exercise electrocardiogram, interpretation, and exercise recommendations and prescription.

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

KSPE 7060 Exercise Electrocardiography 3-0-**3**
Prerequisite: BIOL 2652. A basic understanding of the 12-lead electrocardiogram as it relates to graded exercise testing, training, and functional evaluation. The course is designed particularly to assist the clinical exercise physiologist in developing the skills required for quickly identifying electrocardiographic patterns at rest and during exercise.

KSPE 7070 Sports Nutrition 3-0-**3**
Prerequisite: KSPE 3200 or permission of instructor. Emphasizes the application of nutritional concepts to sport and physical activity. Included will be information relative to dietary modifications for optimal athletic performance.

KSPE 7080 Sport-Related Illnesses and Conditions 3-0-**3**
Designed to provide an in-depth investigation and study of sport-related illnesses and conditions. The course will also study proper techniques and methodologies of assessing and managing these illnesses and conditions.

KSPE 7100 Exercise Cardiovascular Physiology 3-0-**3**
Prerequisite: KSPE 3420. A concentrated study in exercise physiology of the healthy and diseased heart. Emphasis is placed on normal versus abnormal conditions and their effect on exercise testing and training and myocardial adaptations under conditions of acute and chronic exercise.

KSPE 7120 Physical Education Pedagogy 3-0-**3**
Provides the student with opportunities to research and apply a variety of teaching models and teaching methodologies in addition to related instructional practices associated with physical education.

KSPE 7130 Curriculum in Physical Education 3-0-**3**
Criteria and methods of curriculum construction as they apply to health education and physical education are examined. The modern conceptual approach and its implication on the physical education and health education program P-12 are also explored.

KSPE 7140 Physical Education for Teachers 3-0-**3**
Growth and developmental patterns of children and development of physical education programs and activities for students in grades pre-kindergarten through grade eight. Integration of the physical education program with the total school curriculum and other school programs is discussed. The course is open to all College of Educations majors eligible for graduate-level coursework.

KSPE 7160 Human Kinetics 4-4-**6**
The scientific study of human motion as applied to physical activity, fitness, and human performance. Designed to help the master teacher of physical education develop, advocate, and promote knowledge as it relates to the enhancement of human movement and lifetime activity participation.

KSPE 7170 Foundations of Physical Education 6-0-**6**
Foundations of innovative physical education programs that promote physical activity, fitness, and wellness for a lifetime through positive modeling. Designed to aid the master teacher of physical education in promotion of quality student lifestyles through knowledge and application utilizing historical perspectives, diversity, and technology.

KSPE 7200 Contemporary Issues in Health and Physical Education 3-0-**3**
An exhaustive inquiry and discussion of contemporary personal, public health, and physical education issues at the local, national, and international levels with special emphasis on the effects of these issues on health and physical education.

KSPE 7220 Sociology of Sport 3-0-**3**
The relationship between sport and culture is explored and sport's effect on human relations is analyzed.

KSPE 7230 Psychology of Sport   3-0-**3**

    The relationship between sport and pertinent psychological principles is investigated. In-depth analysis of research in the area is also undertaken.

KSPE 7240 Organization and Administration of Physical Education   3-0-**3**

    Current organizational patterns and administrative techniques are analyzed and applications to practical situations are stressed.

KSPE 7250 Ethics in Sports   3-0-**3**

    An investigation of the ethical issues involved in sports and society. This investigation will proceed by applying philosophical techniques in ethical problem-solving. The course will consider what these problems are, how they arise, and possibilities for how they may be solved.

KSPE 7260 Professional Practices   6-0-**6**

    An instructional unit encompassing the dynamics impacting the professional growth and development of the physical education master teacher. Interrelationships within teaching and coaching practices are investigated.

KSPE 7300 Special Topics in Physical Education   1-0-**1** to 6-0-**6**

    Prerequisite: Permission of the instructor. Permits the development of special topics or issues in the areas of health, physical education, health education, health fitness, and sports medicine.

KSPE 7400 Directed Study in Health Sciences and Physical Education   1-0-**1** to 6-0-**6**

    Prerequisite: Approval of Area Coordinator, Graduate Coordinator, and Department Head. Development and in-depth study of an approved topic of interest pertinent to the fields of health sciences and physical education.

KSPE 7900 Internship   1-0-**1** to 6-0-**6**

    Prerequisite: Approval of advisor, Program Coordinator, Graduate Coordinator, and Department Head. Provides the students with an opportunity to apply what they have learned in the classroom to actual working situations, as well as learn from professionals with whom they will work in the field.

KSPE 7910 Capstone Seminar in Physical Education   2-0-**2**

    Prerequisite: Student must be enrolled for the final semester of the program of study. Reflection and discussion of professional practices relative to the program of study. Presentation and defense of professional electronic portfolio.

LEAD: EDUCATIONAL LEADERSHIP

LEAD 7010 Ethics and Issues in Educational Leadership   3-0-**3**

    A study with emphasis on its application to contemporary issues in the field of educational leadership.

LEAD 7100 Educational Leadership   3-0-**3**

    An examination of the application of the processes of interpersonal relations and effective leadership and their relationship to successful school programs.

LEAD 7130 Technology Leadership for School Improvement   **3 hours credit**

    Instruction and supervised practice leading to educational leadership candidates' application of technology skills designed to foster school improvement and student achievement.

LEAD 7200 Principles of Curriculum and Instruction for Educational Leaders   3-0-**3**

    An examination of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Existing research in the area of curriculum and instruction pertinent to educational leaders is critiqued. Emphasis is on curriculum and instruction foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.

LEAD 7210 Ethics and Laws   1-0-**1**

Review of the major statutes and litigation affecting educational and educational-related areas as well as ethical decision-making practices. Emphasis is on information about professional ethics and behavior appropriate to educational and educationally-related settings.

LEAD 7300 Fiscal and Facilities Management for Educational Leaders   3-0-**3**

Content covers the area of financing of school corporations in the current economic and political setting, with emphasis on interrelationships of educational, economic, and political decisions. Applications of school business management practices to support such services as transportation, food service, plant services are analyzed.

LEAD 7400 Legal Issues for Educational Leaders   3-0-**3**

An overview of the legal structure of education, liability, constitutional rights, contractual relationships, federal and state regulations, collective action, and special education rules and regulations is provided. Historical perspective in law and education with in-depth review of case law, showing the evolution of courts as educational policy makers.

LEAD 7500 Human Resource Management and Development   3-0-**3**

Examination of the recruitment, selection, and induction of new employees; faculty development and evaluation; laws relating to employment practices; and interpersonal skills involved in student, staff, and community relationships.

LEAD 7650 Leadership Issues in Higher Education   3-0-**3**

The processes of effective leadership and their relationship to the success of educational and educationally-related programs at the community level will be analyzed. Organization and administration of relevant settings with a focus on the competencies necessary for leadership and management at the community level.

LEAD 7700 Supervision of Instructional Programs   3-0-**3**

Study of the knowledge and skills necessary for the effective and efficient supervision of instructional programs. A variety of supervisory models will be employed. Knowledge of learning, teaching, and student development will be stressed as a basis for making supervisory decisions.

LEAD 7800 Organization and Governance of Higher Education   3-0-**3**

An introduction to the organization of postsecondary institutions, the governance of these institutions, and the day-to-day as well as the long term administration of such institutions. This course is appropriate for those who are now or will be working in post secondary education at any level as it offers explanation and increased understanding of the organizational dynamics of institutions of higher education.

LEAD 7810 Finance and Budgeting in Higher Education   3-0-**3**

This course considers all sources of financing in higher education, the types and sources of student financial aid, budgeting, and cost effectiveness analysis. In addition, the articulation of each of these issues with the institution's mission and goals is a major thrust of the course.

LEAD 7820 Assessment and Evaluation in Higher Education   3-0-**3**

An introduction to the concept of institutional effectiveness which focuses on an institution's ability to use planning strategies and evaluation information to assess current performance and plan for improvements. The design and appropriate implementation of assessment and evaluation methods as they relate to addressing various accreditation standards will be examined. Examples of how to develop a comprehensive system of evaluation related to missions and goals will be described for academic and non-academic support units.

LEAD 7830 Law and Policy in Higher Education   3-0-**3**

This course is intended to familiarize students with statutory and case law that has implications for higher eduction administrators and policy makers with particular emphasis on such areas as employment, including affirmative action, dismissal, contracts, civil rights, due process, and student rights.

LEAD 7900 Internship in Educational Leadership I   **3 hours credit**

Prerequisite: Consent of instructor. A supervised field experience designed for the student to acquire and demonstrate appropriate educational leadership, administrative, and instructional supervision competencies.

LEAD 7910   Internship in Educational Leadership II   **3 hours credit**

A supervised field experience designed for the student to acquire and demonstrate appropriate educational leadership, administrative, and instructional supervision competencies.

LEAD 7921 Internship Preparation in Higher Education Leadership   **3 hours credit**

Prerequisite: Permission of advisor. A supervised internship relevant to the student's program in postsecondary leadership is provided. This field experience is focused on acquiring first-hand knowledge of appropriate leadership, administrative, and management competencies at the postsecondary level.

LEAD 7922 Internship in Higher Education Leadership   **3 hours credit**

Prerequisite: LEAD 7921 and permission of advisor. A supervised internship relevant to the student's program in postsecondary leadership is provided. This field experience is focused on developing appropriate leadership, administrative, and management competencies at the postsecondary level.

LEAD 8200 School Reform and Change   3-0-**3**

Effective strategies and tactics for changing schools, varieties of school restructuring, and the individual and organization dynamics involved in change will be presented. Change and change strategies in formal and informal organizations are foci. Students will develop change strategies and apply them to selected situations.

LEAD 8300 Social Context of Educational Leadership   3-0-**3**

A retrospective contemporary and prospective examination of the social, cultural, political, and philosophical contexts from which the current issues that affect schools and schooling have evolved.

LEAD 8400 Organizational Theory for Educational Leaders   3-0-**3**

A critical analysis of the theoretical assertions and empirical knowledge claims that have led to the dominant structures, power relationships, and performance expectations of American schools.

LEAD 8410 Special Education Law for Educational Leaders   3-0-**3**

Introduction, for practicing and prospective school administrators, to the legal aspects of the education of students with disabilities. Includes statues, case law, and administrative regulations pertaining to special education

LEAD 8610 School, Community, and Media Relations for Educational Leaders   3-0-**3**

This course examines school-community-media relationships and techniques of communication employed between the school and a variety of public groups. Typical situations in which conflict is present in educational and educationally-related settings are analyzed, with a focus on conflict management skill acquisition.

LEAD 8650 Personnel Issues and Considerations   3-0-**3**

Role definitions of personnel supervision, analysis of role conflict, needs assessments, observation and diagnosis of teacher classroom performance, writing remedial plans, conducting post observation conferences, and evaluating performance will be discussed. Administration of school personnel policies and practices relating to professional staff, supporting staff, and students will be analyzed.

LEAD 8660 Business and Finance   3-0-**3**

This course conveys the business and financial functions involved in managing schools, such as staffing, salary, scheduling, inventories, and accounting procedures. Development, implementation, and evaluation of financial resource and allocation systems will be examined.

LEAD 8680 Site-Based Management   3-0-**3**

Knowledge and skills for implementing shared decision-making, group goal-setting, team-building, and site-based management will be addressed. Skills and procedures for implementing site-based management will be developed.

LEAD 8710 Directed Study in Educational Leadership   **1 to 3 hours credit**

An intensive study in the student's field of specialization to meet individual needs and interests. No more than two directed study courses may be used in a program of study.

LEAD 8900 Internship and Field-based Research I   **3 hours credit**

A supervised application of leadership competencies to the resolution of problems in an educational setting.

LEAD 8910 Internship and Field-based Research II   **3 hours credit**

Prerequisite: LEAD 8900. A supervised capstone field-based project involving school improvement.

LEAD 9000 Special Topics in Educational Leadership   **3 hours credit**

Advanced study focusing on public school improvement and or the improvements of school leaders through student-designed projects, research, or practica that address the program's conceptual framework.

LEAD 9010 Instructional Leadership for School Administrators   3-0-**3**

Focus on the theoretical and practical knowledge base in educational leadership and the skills and processes needed for school improvement. Emphasis will be placed on leadership for instruction and learning to meet the needs of a diverse community of learners.

LEAD 9020 Planning for Instructional Leaders   3-0-**3**

Theoretical and practical aspects of change, with emphasis on the knowledge and skills to plan for change in an efficient, effective, and systematic fashion for instructional improvement in schools.

LEAD 9030 Leadership Problems: Interdisciplinary Analysis   3-0-**3**

The focus of this course is on the application of interdisciplinary analysis and leadership skills to the resolution of educational problems and issues.

LEAD 9870 School Organizational and Cultural Studies   3-0-**3**

Prerequisite: RSCH 9800, RSCH 9820, RSCH 9840, RSCH 9860. Simulation and field practice in developing and implementing educational research on the effects of school organization and culture.

LEAD 7020 Developing Leadership Capacity in Schools and Communities   3-0-**3**

An examination of the knowledge and skills necessary to increase leadership capacity in schools at all levels and into the extended community. The course addresses the need for developing individual and organizational capacity and the impact of increased leadership capacity on school performance. The student is provided information focusing on leadership practices with increased performance potential.

**LEAD 7110 Inquiry-based Approaches to Curriculum Development,
Revision, and Instructional Improvement**   3-0-**3**

An examination of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Existing research in the area of curriculum and instruction pertinent to educational leaders is critiqued. Emphasis is on curriculum and instruction foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.

LEAD 7120 Instructional Leadership and Supervisory Practices
for Improved Teaching and Learning   3-0-**3**

An examination of the knowledge and the development of the skills necessary for the effective supervision of instructional programs. A variety of supervisory models will be employed. Knowledge of learning, teaching, and student development will be stressed as a basis for making supervisory decisions.

LEAD 7220 Human Resources Leadership for School Improvement   3-0-**3**

An examination of the recruitment, selection, and induction of new employees; faculty development and evaluation; laws relating to employment practices; interpersonal skills involved in student, staff, and community relationships; role definitions of personnel supervision; and administration of school personnel policies and practices.

LEAD 7230 School and System Fiscal Management and Budgeting   3-0-**3**

A study of the business and financial functions involved in managing schools, to include staffing, salary, scheduling, inventories, accounting procedures, and facilities. Development, implementation, and evaluation of financial resources and allocation systems will be examined.

LEAD 7310 Leadership for Community and Public Relations   3-0-**3**

An examination of school-community media relationships and techniques of communication employed between the school and the community at large. Typical situations in which conflict is present in education and educationally-related settings are analyzed, with a focus on conflict management skill acquisition.

LEAD 7420 Ethical and Legal Issues for Leadership   3-0-**3**

An overview of the legal structure of education, including liability, constitutional rights, contractual relationships, federal and state regulations, collective actions, and special education rules and policies. Case law and the evolution of the courts as educational policy makers are examined.

LEAD 7920/7930 Leadership Field Experiences I & II   3-0-**3 each**

A supervised field experience designed for the candidate to acquire appropriate educational leadership, administrative, and instructional supervision competencies.

LEAD 8030 School Culture, Change, and Organizational Dynamics   3-0-**3**

A study of organizational culture and its impact on individual and organization performance. Topics include the need for change, the change process, and how organizational structure impacts performance. Students will explore the dynamics within organizations and how schools may create high-performing cultures.

LEAD 8140 Leadership for Creating an Effective Learning Environment 3-0-**3**

Instruction and supervised practice leading to the candidate's demonstration of the knowledge and skills necessary to create a teaching and learning environment for successful student achievement and school improvement.

LEAD 8230 Financing and Managing Educational Facilities   3-0-**3**

An examination of the relationship between educational facilities and an appropriate learning environment. The course addresses the role of educational leaders in planning, financing, constructing, modifying, renovating, maintaining, and managing educational facilities. The course includes supervised performance-based field experiences.

LEAD 8240 Managing Resources for School Improvement   3-0-**3**

An examination of human and fiscal resource management functions necessary for developing successful schools. Procurement, development, evaluation of human resources, evaluation of fiscal resources, and allocation systems will be examined. The course includes supervised performance-based field experiences.

LEAD 8410 Ethical and Legal Issues for Special Populations   3-0-**3**

An introduction to the legal aspects of the education of students with disabilities and other barriers to educational success. The course includes statutes, case law, administrative regulations pertaining to special populations, and supervised performance-based field experiences.

LEAD 8510 Building Leadership for the 21st Century   3-0-**3**

An examination of the major functions of building-level leadership including instructional leadership, instructional supervision, resource management, personnel development and evaluation, professional development, and school and community relations. The course includes supervised performance-based field experiences.

LEAD 8520 Executive Leadership for the 21st Century   3-0-**3**

An examination of the executive leadership position in local school systems. This course includes preparation for becoming an executive leader; planning and decision making; financial issues; employment processes; and working with school boards, staff, and community leadership. The course includes supervised performance-based field experiences.

LEAD 8620 Leading a Professional Learning Community   3-0-**3**

Instruction and supervised practice leading to the candidate's demonstration of the knowledge, skills, and practice necessary for developing and leading staff to create a teaching and learning environment for successful student achievement and school improvement. The course includes supervised performance-based field experiences.

LEAD 8630 Coaching and Mentoring For High-performing Schools   3-0-**3**

A study of the knowledge and skills necessary to practice coaching and mentoring for high-performing schools. The course will increase student awareness and knowledge of the impact of coaching and mentoring on individual and organization performance. It also addresses organizational culture and the impact culture has on performance. The course includes supervised performance-based field experiences.

LEAD 8920 Advanced Leadership Field-Based Experiences I   6-0-**6**

Graded "Satisfactory" or "Unsatisfactory." A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel.

LEAD 8930 Advanced Leadership Field-Based Experiences II   6-0-**6**

Graded "Satisfactory" or "Unsatisfactory." A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel.

LEAD 8940 Advanced Leadership Field-Based Experiences III   6-0-**6**

Graded "Satisfactory" or "Unsatisfactory." A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel.

MATH: MATHEMATICS

MATH 5010 History of Mathematics   3-0-**3**
  Prerequisite: MATH 2261. A study of the development of mathematics from primitive times to the twentieth century; including numeral systems, arithmetical methods, origins of algebra, geometry, trigonometry, analytic geometry, calculus; and selected topics from modern mathematics.

MATH 5040 Set Theory   3-0-**3**
  Prerequisite: MATH 2262. Propositional and predicate logic; mathematical induction. Logic and structure of sets as related to mathematical proof. Relations, and cardinality.

MATH 5080 Algebraic Structures   3-0-**3**
  Prerequisite: MATH 3040/5040. An examination of the structural foundations of the secondary school algebra curriculum. Topics include rings, integral domains, groups (including groups of transformations) and polynomials. Emphasis on development of students' deductive reasoning and proof techniques.

MATH 5140 Mathematics for Special Education Teachers   3-0-**3**
  Prerequisite: MATH 1111. Fundamental mathematical concepts beginning with prenumber notions and then extending to number concepts, numeration systems, and computational algorithms for whole and rational numbers; geometry and measurement, and the role of technology in mathematics instruction.

MATH 5161 Mathematics for Early Childhood Teachers I   3-0-**3**
  Prerequisite: Grade of "C" or higher in either MATH 1101 or MATH 1111 and admission to the Teacher Education Program of the College of Education, or permission of instructor. An in-depth study of the concepts and processes underlying the P-5 school mathematics curriculum, with special emphasis on numeration, number systems, estimation, algebraic thinking, and computational algorithms. Problem solving and historical context serve as unifying strands.

MATH 5162 Mathematics for Early Childhood Teachers II   3-0-**3**
  Prerequisite: Grade of "C" or higher in Math 3161. An in-depth study of concepts and processes underlying the P-5 school mathematics curriculum, with special emphasis on measurement, geometry, and the fundamentals of probability and statistics. Problem solving and historical context serve as unifying strands.

MATH 5163 Numbers and Operations for P-5 Teachers   3-0-**3**
  Prerequisite: P-5 Teaching Certificate. Students who have already taken MATH 2160, MATH 3161, Math 4161, or MATH 6161 may not receive credit for this course. Major concepts and techniques of numbers and operations in mathematics for P-5 teachers. The course includes multiple strategies, including the use of a variety of manipulatives, to address various learning styles and multiple intelligences as well as a range of assessment techniques for gauging P-5 students' mathematical understanding using problem solving as a unifying strand.

MATH 5164 Understanding Algebra for P-5 Teachers   3-0-**3**
  Prerequisite: P-5 Teaching Certificate. Students who have already taken MATH 2160, MATH 3161, Math 4161, or MATH 6161 may not receive credit for this course. Major concepts and techniques of algebra and algebraic thinking in mathematics for P-5 teachers. The course includes multiple strategies, including the use of a variety of manipulatives, to address various learning styles and multiple intelligences as well as a range of assessment techniques for gauging P-5 students' mathematical understanding using problem solving as a unifying strand.

MATH 5165 Understanding Geometry for P-5 Teachers 3-0-**3**

Prerequisite: P-5 Teaching Certificate. Students who have already taken MATH 2160, MATH 3162, Math 4161, MATH 5162, or MATH 6161 may not receive credit for this course. Major concepts and techniques of geometry in mathematics for P-5 teachers. The course includes multiple strategies, including the use of a variety of manipulatives, to address various learning styles and multiple intelligences as well as a range of assessment techniques for gauging P-5 students' mathematical understanding using problem solving as a unifying strand.

MATH 5166 Understanding Data Analysis and Probability for P-5 Teachers 3-0-**3**

Prerequisite: P-5 Teaching Certificate. Students who have already taken MATH 2160, MATH 3162, Math 4161, MATH 5162, or MATH 6161 may not receive credit for this course. Major concepts and techniques of data analysis and probability in mathematics for P-5 teachers. The course includes multiple strategies, including the use of a variety of manipulatives, to address various learning styles and multiple intelligences as well as a range of assessment techniques for gauging P-5 students' mathematical understanding using problem solving as a unifying strand.

MATH 5180 Mathematics for Middle School Teachers 3-0-**3**

Prerequisite: Grade of "C" or higher in either MATH 1101 or MATH 1111. Concepts and processes that provide the foundation for the middle-grades mathematics curriculum (5-8). Includes an in-depth study of the real number system with emphasis on the rational number system and axiomatic differences among number systems. Other topics include relations and functions, geometry (including coordinate geometry and graphing), measurement, and elementary probability and statistics.

MATH 5190 Algebra and Geometry for Teachers 3-0-**3**

Prerequisite: Grade of "C" or higher in either MATH 2261 or MATH 3180. An in-depth study of the concepts and processes underlying the middle and secondary school mathematics curriculum, with special emphasis placed upon the integrated development of algebra, geometry, and analytical geometry. Problem solving and historical context serve as unifying strands.

MATH 5340 Ordinary Differential Equations 3-0-**3**

Prerequisite: MATH 2402 or consent of instructor. Differential equations of first and second order, linear equations of higher order, applications.

MATH 5510 Foundations of Geometry 3-0-**3**

Prerequisite: MATH 3040/5040. A study of Euclidean and non-Euclidean plane geometry from both synthetic and metric approaches. Topics include concepts related to incidence, betweenness, plane separation and convexity, congruence, and parallelism, with some attention given to geometric transformations.

MATH 5600 Probability and Statistics 3-0-**3**

Prerequisite: MATH 2261. Descriptive statistics, probability distributions for discrete and continuous random variables, statistical inference, one way analysis of variance, and regression analysis.

MATH 6081 Modern Algebra I 3-0-**3**

Prerequisite: MATH 4150/6150 or MATH 3040/5040 or consent of instructor. Topics from groups, rings, and fields. Subgroups, cyclic groups, permutation groups, normal subgroups, homomorphisms, Cayley's and Lagrange's Theorems, factor groups, abelian groups, direct products. Introduction to rings and fields.

MATH 6082 Modern Algebra II   3-0-**3**
>   **Prerequisite: MATH 4081/6081.** Continuation of MATH 6081 with emphasis on rings and fields. Rings, integral domains, and fields. Vector spaces, extension fields, finite fields.

MATH 6085 Applied Modern Algebra   3-0-**3**
>   **Prerequisite: MATH 4081/6081.** Lattices, Boolean algebras, semigroups, binary group codes, binary relations, and graphs. Special emphasis is placed on applications.

MATH 6110 Number Theory   3-0-**3**
>   **Prerequisite: MATH 2262.** Elementary properties of integers including divisibility, unique factorization, progressions and prime numbers. Linear congruencies and residue classes, complete and reduced residue systems, Chinese Remainder Theorem, quadratic residues, law of quadratic reciprocity, Theorems of Fermat and Wilson, Fibonacci and perfect numbers, sums of squares, elementary theory of continued fractions.

MATH 6150 Linear Algebra   3-0-**3**
>   **Prerequisites: *Either* MATH 2150 and MATH 3040/5040 *or* consent of instructor.** Introduction to the theory of vector spaces, with emphasis on finite-dimensional vector spaces, linear systems, matrices, linear transformations, eigenvalues, and related subjects.

MATH 6161 Mathematical Reasoning   3-0-**3**
>   **Prerequisite: Grade of "C" or higher in either MATH 3162 or MATH 3180 or permission of the 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 6260 Mathematical Analysis   3-0-**3**
>   **Prerequisites: MATH 3040/5040 *or* consent of instructor *or* MATH 2263 with a grade of "A" or "B".** A study of the principles of mathematical analysis; point set topology in Euclidean and metric spaces, numerical sequences and series, continuity, differentiation, integration, sequences and series of functions.

MATH 6300 Functions of a Complex Variable   3-0-**3**
>   **Prerequisite: MATH 2263.** Introductory study of the algebraic and geometric properties of the complex number system and functions of a complex variable. Limits, continuity, and differentiation of complex functions. Analytic functions and the Cauchy-Riemann conditions. Integration of complex functions; Cauchy-Goursat theorem; Cauchy integral formula; the theorems of Morera and Liouville. Taylor and Laurent series expansions. Residues and poles with applications to integration. Conformal mappings.

MATH 6540 Introduction to Topology   3-0-**3**
>   **Prerequisite: MATH 3040/5040.** The study of point set topology in metric and topological spaces. Open and closed sets, compactness, connectedness, topological mappings, separation, product and functions spaces.

MATH 6621 Mathematical Statistics I   3-0-**3**
>   **Prerequisites: MATH 2263 and MATH 3600/5600.** Distributions of random variables, conditional probability and stochastic independence, multivariate and some special distributions, and distributions of functions of random variables.

MATH 6622 Mathematical Statistics II   3-0-**3**
>   **Prerequisite: MATH 4621/6621.** Introduction to statistical inference, sufficient statistic, estimation theory, theory of statistical tests, and inferences about normal models.

MATH 6625 Topics in Applied Statistics   3-0-**3**
>   **Prerequisite: MATH 3600/5600 or consent of instructor.** Topics in applied statistics will be selected from quality control, sampling theory, nonparametric statistics, experimental design, or regression analysis.

MATH 6651 Numerical Analysis I   3-0-**3**

Prerequisites: MATH 2262 and either CS 1301 or CS 1338. Development and imple-
mentation of efficient numerical methods; locating roots of nonlinear equations; solving
systems of linear equations; numerical differentiation and integration; interpolation; ap-
proximation of functions.

MATH 6652 Numerical Analysis II   3-0-**3**

Prerequisites: MATH 4651/6651 and MATH 3340/5340. Continuation of MATH 6651.
Determination of eigenvalues and eigenvectors of matrices; method of least squares, and
curve fitting; numerical solutions of ordinary and partial differential equations.

MATH 6901 Operations Research I   3-0-**3**

Prerequisite: MATH 2150 or MATH 4150/6150. Mathematical aspects and applications
of operations research. Topics are selected from linear programming (mainly), integer pro-
gramming, and dynamic programming.

MATH 6902 Operations Research II   3-0-**3**

Prerequisite: MATH 3600/5600 or MATH 4621/6621 (Note that MATH 4901/6901 is
not a prerequisite). An introduction to stochastic operations research. Topics are selected
from stochastic modeling and optimization, probability models, queuing theory, and Monte
Carlo simulation.

MATH 6910 Mathematical Models   3-0-**3**

Prerequisite: MATH 2263 or consent of instructor. An introduction to basic principles
and applications of classical mathematical models, optimization models and probabilistic
models.

MATH 6990 Special Topics in Mathematics   3-0-**3**

Prerequisite: 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.

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

MBA 7030 Managerial Accounting   3-0-**3**

Prerequisites: ACCT 2101 and ACCT 2102 or their equivalents. An overview of the
role of the accounting function in organizations. Emphasis is placed on analyzing financial
information to enhance managerial decision making. The course is designed to assist manag-
ers in developing processes for evaluating the merits of historical and forecast data and using
such information to add value to organizations.

MBA 7050 Strategic Marketing   3-0-**3**

Prerequisites: BUSA 2106 and MKTG 3050 or their equivalents. A study of the
strategic managerial aspects of marketing. Topics focus on product, price, promotion, and
place in the ethical planning, implementing, and controlling of marketing operations.

MBA 7300 Advanced Production Techniques   3-0-**3**

A survey of current production management systems and philosophies. Topics include
current production systems, quality management concepts, and implementation of manu-
facturing planning and control systems.

MBA 7350 Managerial Finance   3-0-**3**

Prerequisite: FIN 3350 or equivalent. An advanced study of the theory, principles, and
practices that define the finance function in the firm as viewed from the perspective of the
financial manager. The topics covered include financial planning, capital budgeting, financing
the firm, capital structure management, and dividend policy. Computerized financial models
are used to apply financial principles to financial problems and decision making.

MBA 7500 Managerial Economics   3-0-**3**
Prerequisites: ECON 2106 and ECON 2105 or their equivalents. The application of economic principles and methodologies to the decision-making process of a business firm. Key topics include optimization and statistical techniques, consumer behavior, market demand analysis for decision making, demand forecasting, production and cost relationships, cost estimation and forecasting, and business pricing decisions.

MBA 7630 Organizational Theory and Behavior   3-0-**3**
Prerequisite: MGNT 3250 or equivalent. Study of both micro- and macro-organizational behavior. Topics include motivation, leadership, job satisfaction, individual differences, group dynamics, design, organizational structure and processes, organizational politics and organizational conflict.

MBA 7660 Advanced Quantitative Methods   3-0-**3**
Prerequisite: BUSA 2100 or equivalent. A seminar in the procedures, techniques and applications of quantitative methods in business. Topics include classical inference procedures, nonparametric methods, regression analysis, analysis of variance, contingency table analysis, decision theory and an introduction to methods for quality improvement. Computer software will be used in the analysis of data.

MBA 7700 Current Topics in Business   3-0-**3**
An examination of current topics in business. May be repeated up to a maximum of 6 hours if topics are different.

MBA 7750 Topics in International Business   3-0-**3**
An examination of current topics in international business. May be repeated up to a maximum of 6 hours if topics are different.

MBA 7900 Strategic Management   3-0-**3**
An advanced course introducing and applying concepts of strategic management. The course integrates the functional areas of an organization and develops analytical skills. Emphasis is given to the formulation and implementation of strategy in world markets.

MBA 7990 MBA Directed Study   **3 hours credit**
Directed graduate research or reading in Business. Proper form must be submitted to the Director of the MBA Program at least two weeks before the beginning of the semester.

MFTH: MARRIAGE AND FAMILY THERAPY

MFTH 6700 Family Sociology   3-0-**3**
Also offered as SOCI 6700. The social context of contemporary issues facing families. Includes family history, cross-cultural issues, and research and theory regarding changing gender roles, family violence and abuse, divorce, single-parenting, work families, sexual orientation, non-traditional families and other relevant issues.

MFTH 6800 Orientation to MFT Practice and Ethics   3-0-**3**
Introduces students to the basic epistemological issues in marriage and family therapy, history of the field and current developments, professional socialization and organizations, ethics and values associated with the practice of MFT. Self awareness critical to practice is also addressed.

MFTH 6990 Supervisor's Training in Marriage and Family Therapy   3-0-**3**
Limited to graduate students who already hold the master's degree and are pursuing the status of "Supervisor in Training" through the American Association for Marriage and Family Therapy. Graded "Satisfactory" or "Unsatisfactory." Offered on an individual basis, readings of supervision, styles, systemic family therapy, and ethics for supervision will be explored.

MFTH 7050 Class, Gender, and Ethnic Issues in Applied Settings   3-0-**3**

    Also listed as SOCI 7050. Prerequisite: MFTH 6800 or SOCI 7011. An in-depth study of the sensitivities needed by family therapists and other social science practitioners to the issues of social class, gender, and ethnicity. Addresses the interface between professional responsibilities and ethics and the social and political context of treatment. A multicultural perspective is to be developed by each student.

MFTH 7101 Family Systems Theories   3-0-**3**

    Prerequisite: MFTH 6800. An in-depth study of family systems theory. Emphasis on the major schools of thought included in a systems analysis of the family and current issues and ideas within family systems discourse.

MFTH 7102 Interventions in MFT   3-0-**3**

    Pre- or co-requisite: MFTH 7101. A review of the various intervention techniques employed by the major theoretical approaches to MFT. Emphasis on skill development, video and role-playing demonstrations, and linking practice to theory and appropriate treatment goals.

MFTH 7103 Advanced Theories Seminar   1-0-**1**

    Prerequisite: MFTH 7102. A series of seminars that allow students to develop in depth understanding of at least two theoretical approaches to MFT. Examples of offerings include structural/strategic, experiential, family of origin, narrative/ constructivism, feminist, solution-oriented. May be repeated.

MFTH 7200 Research in Marriage and Family Therapy   3-0-**3**

    Prerequisite: a statistics course. Quantitative and qualitative methods for research design and data analysis in marriage and family therapy. Emphasis on current outcome and process studies and on critical evaluation and application of research data.

MFTH 7350 Legal Issues in MFT   1-0-**1**

    Prerequisite: MFTH 6800. Legal responsibilities and liabilities in the practice of family therapy. Addresses issues such as limits to confidentiality, therapist liability, and client privilege. Includes working with the legal system and relevant aspects of family law.

MFTH 7400 Psychopathology & Pharmacology in MFT   3-0-**3**

    Prerequisite: MFTH 6800. Psychological, biological, and medical issues in the practice of MFT and an introduction to pharmacology. Emphasis on DSM IV diagnosis within a systemic context and collaboration with other mental health professionals.

MFTH 7500   Development in the Family System   3-0-**3**

    Also offered as SOCI 7500. Human growth and development within the family system. Includes theories of individual development, developmental tasks over the family life cycle, normative and non-normative change, processes of divorce and remarriage, and social, economic, and ethnic influences on the family life cycle. Implications for practice emphasized.

MFTH 7510 Human Sexuality and Gender   3-0-**3**

    The cultural, social, physical, psychological, and interpersonal aspects of human sexuality and gender. Includes gender role socialization and the development of gendered identities, sexual functioning and attraction, sexual orientation, and problems related to sex and gender.

MFTH 7550 Family Stress and Crisis   3-0-**3**

    Understanding normative and catastrophic stress, trauma, and crisis across the lifespan from a family systems perspective. Focus on approaches to prevention and intervention with families, agencies, and communities.

MFTH 7600 Practicum in Marriage and Family Therapy   0-12-**6**

    Prerequisite: MFTH 7102 and approval of the MFT Faculty. Supervised experience in the practice of marriage and family therapy. Includes practice and live supervision at the MFT Training Clinic as well as experience in community placements. Requires a minimum of 20 hours per week. Must be taken three successive semesters for a total of 500 hours of direct client contact.

MFTH 7601 Treatment Issues in Family Therapy   3-0-**3**

    Prerequisite: MFTH 7102. Applications of family systems approaches to the treatment of issues facing families in crisis and transition. Addresses grief and loss, substance abuse, family violence and abuse, child and adolescent behavioral problems, and chronic physical and mental illness. Emphasis on conceptualizing and treatment planning.

MFTH 7602 Couples and Sex Therapy   3-0-3

    Prerequisite: MFTH 7102. Treatment techniques for intimate relationships. Emphasis on premarital and commitment issues, anger and conflict, gender and intimacy, and techniques for treating sexual dysfunctions.

MFTH 7650 Special Topics in MFT   1-0-**1** to 3-0-**3**

    A rotating series of seminars addressing important contemporary issues in the field of marriage and family therapy. Examples of topics include working with children, working with adolescents, spirituality, family violence, and substance abuse. May be repeated for credit.

MFTH 7700 Assessment in Marriage and Family Therapy   3-0-**3**

    Prerequisites: MFTH 7101 and MFTH 7500. How to assess family processes within a developmental context. Models for assessing family functioning and use of individual and family assessment instruments will be included.

MFTH 7880 Professional Ethics Seminar   1-0-**1**

    Addresses professional issues in the workplace. Includes marketing oneself, politics of the workplace, professional licensure and clinical membership, working in interdisciplinary teams, professional wellness, and the ethics, values, and decision- making associated with current practice issues.

MFTH 7980 Internship in Marriage and Family Therapy   0-2-**1** to 0-10- **5**

    Prerequisite: MFTH 7600. Supervised experience in the practice of marriage and family therapy in a community placement. Requires enough direct contact hours additional to practicum to total 500 before graduating

MFTH 7990 Directed Study in Family Therapy   1-0-**1** to 3-0-**3**

    Prerequisite: permission of instructor. Specialized study in an area of Marriage and Family Therapy under the direction of a faculty member.

MGED: MIDDLE GRADES EDUCATION

MGED 7900 Directed Study in Middle Grades Education   1-0-**1** to 3-0-**3**

    Prerequisites: 15 Hours of Graduate Work with a "B" average. Opportunity for intensive individual study in the student's field of specialization of an area peculiar to his or her needs.

MGED 7910 Educational Workshop   3-0-**3**

    A concentrated study of contemporary problems and issues relevant to middle grades.

> 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.

MGMS: MIDDLE GRADES MATH AND SCIENCE

MGMS 7000 Professional Development Seminar I   3-0-**3**

The self-assessment of individual student understanding and application of master teacher outcomes. Provides the basis for an individual program of study based on individual needs.

MGMS 7100 Research Methodology in Education   3-0-**3**

This course provides a study of methods used to conduct educational and educationally-related research and includes critical analysis of selected research articles and research design. Emphasized is the ability to use research and research methods to improve practices in educational and educationally-related settings.

MGMS 7200 Conceptualizing Middle Level Learning and Diversity in Context   3-0-3

Examination of concepts, principles, theories, and research that support the tenets of the middle school philosophy as well as current trends in middle level education. Focus will be on the unique nature and development of the middle-level learner. Candidates will analyze their own practice, investigate the impact of media on young adolescent developmental issues, and generate research-based professional resources.

MGMS 7240 Instructional Leadership and Assessment   **3-0-3**

Advanced knowledge and skill in the areas of curriculum, instruction, and assessment. Multiple approaches to assessment will be emphasized as related to programmatic and content issues, learner outcomes, and teaching performance. Focus will be the advancement of best practices utilizing data to help make decisions about curriculum, instruction, and assessment within a content-based classroom

MGMS 7300 Collaboration and Professionalism   **3-0-3**

Collaborative skills among teachers, and between teacher and student, community, parents, and support professionals. Application to the graduate students' work-sites will be emphasized.

MGMS 7400 Physical Science for Middle School   **3-0-3**

An integrated math and physics course with special emphasis on conceptual physics. The assigned work will include the laws of physics, theories, and problem solving, including a review of the basic math required to be a successful problem solver.

MGMS 7401 Chemistry, Earth Science, and Astronomy for Middle Grades   **3-0-3**

An integrated math and science course with special emphasis on an understanding of chemical processes related to earth science and astronomy, including a study of physical chemistry, earth processes,and the chemical evolution of the universe.

MGMS 7402 Life Science and Natural History for Middle Grades   **3-0-3**

A life-science course with special emphasis on ecology, biomes, classification, phylogenetic trees, and evolution and natural selection, including a study of the biosphere, biochemistry, genetics, and evolutionary processes.

MGMS 7650 Teaching Practicum   **3 hours credit**

MLIS: MASTER OF LIBRARY AND INFORMATION SCIENCE

MLIS 7000 Foundations of Library and Information Science   **3 hours credit**

An introduction to the library and information science field, its history, and future directions. The focus is on the history, concepts, and technological development of the discipline. Students will gain familiarity with library and information theory, the discipline and sub-disciplines within the information sciences, and ethical practices and standards.

MLIS 7050 Portfolio Development   **1 to 2 hours credit**

Prerequisite or corequisite: MLIS 7000. Preparation and presentation of a professional portfolio.

MLIS 7100 Information Sources and Services   **3 hours credit**

Prerequisite or corequisite: MLIS 7000. An introduction to concepts and processes in reference and information science and to fundamental information sources and services provided by libraries and information organizations. An overview of the reference function includes the history and future of reference service, question negotiation, information needs analysis, effective research strategies, evaluation of information sources in various formats, and ethics of information services.

MLIS 7110 Online Searching   **3 hours credit**

Prerequisite or corequisite: MLIS 7000. An introduction to the information retrieval from popular online databases, to include the World Wide Web. The courses addresses key concepts such as Boolean and keyword searches and the development of complex search strategies and algorithms.

MLIS 7120 Government Information Sources   **3 hours credit**

Prerequisite or corequisite: MLIS 7000. Use of and access to government documents, defining government documents, how they are generated or created, how and who uses them, how and where to find them. The course addresses government documents at the federal, state, and local levels as well as documents of international organizations (UN, EU, etc.) and foreign governments.

MLIS 7130 Humanities Information Services   **3 hours credit**

Prerequisite: MLIS 7100 or consent of the instructor. Examination of processes and resources used to provide reference services in the humanities disciplines. The fields of art, communications, literature, languages, linguistics, music, philosophy, religion, and theatre will be considered.

MLIS 7150 Social Sciences Information Services   **3 hours credit**

Prerequisite: MLIS 7100 or consent of instructor. Examination of social science information domains and information resources, including the structures and bibliographies of the disciplines in electronic and print format. Various information formats are examined, and appropriate search and retrieval methods are explored.

MLIS 7160 Science and Technology Information Services   **3 hours credit**

Prerequisite: MLIS 7100 or consent of instructor. A broad-based survey of the processes and resources used to provide reference services in various science and technology settings. Content represents the fields of biomedical and life sciences, earth and environmental sciences, computer science, astronomy, physics, chemistry, and mathematics.

MLIS 7180 Library Services for Patrons with Special Needs   **3 hours credit**

Prerequisite or corequisite: MLIS 7000. Disability issues in libraries, with a particular emphasis on visual disabilities. Obtaining funding and providing services for patrons with special needs will be emphasized.

MLIS 7200 Management of Libraries and Information Centers   **3 hours credit**

Prerequisite or corequisite: MLIS 7000. An introduction to the functions of library management and its underlying theoretical concepts. This course provides an overview of the history of management, an introduction to management theory and functions, including planning, leading, organizing, staffing, controlling, budgeting, human resource issues, and an understanding of management as a system involving all staff.

MLIS 7210 Academic Libraries   **3 hours credit**

Prerequisite or corequisite: MLIS 7200 or consent of the instructor. An examination of the functions of the library within the higher education environment. The course promoted the Jeffersonian ideal of the library as the center of the university and explores administrative issues and service patterns specific to the academic library.

MLIS 7220 Public Libraries   **3 hours credit**
   Prerequisite or corequisite: MLIS 7200 or consent of the instructor. A study of the American public library and its place in contemporary communities. Topics include standards, planning, evaluation, governance, funding, and advocacy.

MLIS 7230 Special Libraries and Information Centers   **3 hours credit**
   Prerequisite or corequisite: MLIS 7200 or consent of the instructor. An examination of the administration and context of special libraries and information centers. Management , user services, technical services, collections, facilities, and marketing are addressed.

MLIS 7240 Marketing Library Services   **3 hours credit**
   Prerequisite or corequisite: MLIS 7200 or consent of the instructor. Marketing techniques and their applications in all types of libraries. Planning, research, goal-setting, relationship marketing, and marketing with technology are considered. Development of marketing plans and tools is included.

MLIS 7250 Human Resources Management   **3 hours credit**
   Prerequisite or corequisite: MLIS 7200 or consent of the instructor. A comprehensive look at issues that shape the nature of human relations in libraries. Topics include staff recruitment and development, diversity, equal opportunity, performance evaluation, and legal requirements.

MLIS 7260 Leadership in Libraries and Information Centers   **3 hours credit**
   Prerequisite or corequisite: MLIS 7000. An introduction to leadership theory, principles, and practices. The course provides an overview of the relationship between leadership theory and the effective practice of leadership as well as an understanding of the competencies required of effective leaders in today's libraries and information organizations.

MLIS 7270 Information Management   3-0-**3**
   Also offered as PADM 7110. A survey of the issues and problems of information management. Emphasis is on modern developments in the generation, storage, classification and transmission of information vital to the management of public organizations.

MLIS 7300 Cataloging and Classification   **3 hours credit**
   Prerequisite or corequisite: MLIS 7000. An introduction to the organization of recordable knowledge, with emphasis on library cataloging and classification. Students will examine current applications of Anglo-American Cataloguing Rules, MARC formats, Library of Congress and Sears Subject Headings, Dewey Decimal Classification, and Library of Congress Classification. Metadata initiatives and the interpretation of technical documentation will be considered

MLIS 7330 Cataloging the Web   **3 hours credit**
   Prerequisite: MLIS 7300 or consent of the instructor. Methodologies and metadata developed for cataloging the Web and other digital collections, including MARC, archival XML systems, Dubic Core, and CORC.

MLIS 7350 Advanced Cataloging   **3 hours credit**
   Prerequisite: MLIS 7300 or consent of the instructor. Advanced study of the theory and practice of providing description and access to library materials. Cataloging of non-print materials, serials, and integrating sources will be included.

MLIS 7355 Advanced Classification   **3 hours credit**
   Prerequisite: MLIS 7300 or consent of the instructor. Advanced study of the subject classification of recordable knowledge. Verbal and numeric approaches, including Library of Congress and Dewey Decimal classification schemes, and the principles of thesaurus construction will be considered.

MLIS 7360 Indexing and Abstracting   **3 hours credit**
   Prerequisite: MLIS 7300 or consent of the instructor. The principles and practices of creating indexes and abstracts of information and knowledge resources. Varying types of indexes and abstracts, evaluation of software aids, and professional opportunities for indexers and abstractors will be considered.

MLIS 7370 Information Architecture   **3 hours credit**

Prerequisite or corequisite: MLIS 7000 or consent of instructor. Theory and techniques of designing Web sties for effective information delivery. Study of organization, labeling, navigation, and indexing systems included.

MLIS 7400 Collection Development   **3 hours credit**

Prerequisite or corequisite: MLIS 7000 or consent of instructor. Principles and processes for building and maintaining library and information center collections. Identification, evaluation, selection, acquisition, and preservation of materials in all formats will be emphasized. The contexts of all types of libraries, needs of diverse patrons, and legal and ethical issues will be considered.

MLIS 7420 Literature for Youth   **3 hours credit**

A survey of books and related materials for use with students and library patrons from pre-kindergarten through grade 12.

MLIS 7422 Programming for Children and Young Teens   **3 hours credit**

An overview of the nature, philosophy, design, and delivery of library programs for youngsters from birth through early teens. The course includes principles of planning, implementing, promoting, and evaluating programs for this age group. Emphasis is on creative arts, including story time and story telling, puppetry, reading incentive programs, and other age-specific activities.

MLIS 7440 Electronic Resources in Libraries   **3 hours credit**

Prerequisite MLIS 7300 or MLIS 7400 or consent of instructor. Policies and procedures for managing electronic information resources as part of a library collection. Selection, budgeting, acquisitions, cataloging, assessment, copyright, licensing, and preservation are considered.

MLIS 7500 Computer Applications for Information Professionals   **3 hours credit**

A study of concepts, applications, issues, and trends for information professionals. Topics include hardware and software, networks and the Internet, data security, digital media, database basics, and programming basics. The impact of information technologies on libraries and information centers is emphasized.

MLIS 7505 Applied Technologies in Library Practice   **3 hours credit**

A survey of the technologies defining or influencing library practices, with an emphasis on exemplary cases of applications. Topics will include computer workstations, automated systems, networking, and telecommunications, the Internet, digitization projects, program interfaces, information storage and retrieval, adaptive and assistive devices, security and privacy, and virtual user education.

MLIS 7520 Database Design for Information Professionals   **3 hours credit**

Prerequisite or corequisite: MLIS 7000 or consent of instructor. Government and industry needs for design, implementation, and management of database systems. This course focuses on the application of data modeling technologies in library and information science practice and research.

MLIS 7550 Library Systems and Automation   **3 hours credit**

Prerequisite or corequisite: MLIS 7000 or consent of instructor. Fundamental concepts of computer systems automation in libraries and information centers. This course covers the historical context of applying computing systems to libraries, addresses the technologies behind integrated library systems, and surveys topics related to management of automated computer systems.

MLIS 7580 Digital Libraries   **3 hours credit**

Prerequisite or corequisite: MLIS 7000 or consent of instructor. Current trends in digital libraries' research and practice. The impact of digital libraries in society will be emphasized.

MLIS 7610 Information Policy   **3 hours credit**
> **Prerequisite or corequisite: MLIS 7000 or consent of instructor.** Study of governmental information policy, with emphasis on the United States. Issues include privacy, intellectual property, access to information, media deregulation, and networking initiatives.

MLIS 7650 Information and Ethics   **3 hours credit**
> **Prerequisite or corequisite: MLIS 7000.** An introduction to the basic ethical precepts of the information professions and the importance of ethics. The course examines differences among ethical, legal, moral, and religious systems and includes a case-study methodology to explore ethical situations in the professional practice, drawing upon lessons offered by relevant professional organizations and their ethics codes.

MLIS 7700 Research Methods   **3 hours credit**
> **Prerequisite: MLIS 7000.** An introduction to the various approaches to social science research and research methods. Students will perform small-scale research projects and develop skills in the research uses of libraries and the needs of library patrons.

MLIS 7710 Archival Theory and Issues   **3 hours credit**
> **Prerequisite or corequisite: MLIS 7000.** An introduction to archival theory and practice. The course explores archival history and the profession, including legal issues, standards and ethics, terminology and concepts, research tools, and methods and practice.

MLIS 7800 Capstone   **3 hours credit**
> Taken during the final semester of study. Required for partial fulfillment of the requirements for the MLIS degree. Emphasis will be on synthesis of knowledge, honing writing and presentation skills, and creating a professional development plan.

MLIS 7950 Independent Study in Library and Information Science   **3 hours credit**
> **Prerequisite or corequisite: MLIS 7000 and consent of the instructor.** Supervised readings in areas of library and information science not normally available in regular course offerings, with regular conferences between instructor and student.

MLIS 7960 Supervised Fieldwork   **3 hours credit**
> **Prerequisite: MLIS 7000 and consent of instructor. Graded "Satisfactory" or "Unsatisfactory."** A minimum of 120 hours in an approved library or information center. Learning objectives that are specific to the individual student's interests and goals will be identified collaboratively by the student, the on-site supervisor, and the instructor.

MLIS 7970 Libraries and Literacy in History   **3 credit hours**
> **Also offered as HIST 7970.** An exploration of the development of reading, writing, and information management from the proto-literate stages of the ancient Near East to the present computer age. Intellectual foundations of research and librarianship will be emphasized in their historical contexts.

MLIS 7999 Special Topics in Library and Information Sciences   **3 hours credit**
> **Prerequisite or corequisite: MLIS 7000.** Advanced study of specific issues in library and information science. Course may be repeated under different topics.

MSED: MIDDLE GRADES AND SECONDARY EDUCATION

MSED 7000 Professional Development Seminar I   3-0-**3**
> The self-assessment of individual student understanding and application of master teacher outcomes. Provides the basis for an individual program of study based on individual needs.

MSED 7001 Planning for Teaching   **3 hours credit**
> **Prerequisite: MGED 2999 or SEED 2999 and completion of content major courses. Corequisite: MSED 7002**. Foundation for preparation for teaching and learning. The focus is on designing lessons and assessments, classroom management, effective teachers, and exceptional children. Field experience required.

MSED 7002 Content Methods   **3 hours credit**
  Prerequisite: Completion of content major courses. Corequisite: MSED 7001. Foundation for the development of a variety of teaching methods appropriate for middle and secondary education. The focus is on the organization and structuring of content for instruction. Forty hours of field experience required.

MSED 7003 Middle and Secondary School Experiences   **3 hours credit**
  Prerequisite: Completion of content major courses, MSED 7001, and MSED 7002. Nature and needs of the middle grades and secondary students and how contextual factors impact their development and academic success. The focus is on understanding young adults as learners, diversity in the classroom and community, individual learning styles, and special needs of exceptional children. Forty hours of field experience required.

MSED 7004 Reading and Writing for Diverse Populations, 4-12 **3 hours credit**
  Prerequisite: Completion of content major courses, MSED 7001, MSED 7002, and MSED 7003. Examination of current research relevant to teaching and evaluation of reading and writing in a school environment. Motivating students to read widely and developing vocabulary, reading comprehension, and study skills will be addressed in relation to the school curriculum. Forty hours of field experience required.

MSED 7005 Teaching Internship I   **3 hours credit**
  Prerequisite: Completion of content major courses, MSED 7001 and MSED 7002, consent of department head, and employment on a nonrenewable certificate by a school system. The first of two semester-long internships completed in a school classroom.

MSED 7006 Teaching Internship II   **3 hours credit**
  Prerequisite: Completion of content major courses, MSED 7001, MSED 7002, MSED 7003, MSED 7005, and consent of department head. The second of two semester-long internships completed in a school classroom.

MSED 7007 Integrating Technology in the Content Areas   1-0-**1**
  Prerequisite: Completion of content major courses, MSED 7001, MSED 7002, MSED 7003, and MSED 7004. Methods of integrating technology into the curriculum. The course focuses on the systematic, progressive advancement to a student-centered, technology-empowered classroom.

MSED 7010 Current Issues and Trends in MSED   3-0-**3**
  Prerequisite: MSED 7000. Advanced study of trends and issues in middle grades and secondary education.

MSED 7100 Special Topics in Middle Grades and Secondary Education   **1**-0-**1** to 3-0-3
  Studies of selected topics in middle grades and secondary education. No more than two special topics courses may be used in a program of study.

MSED 7020 Curriculum in Middle Grades and Secondary Education   3-0-**3**
  Review of the current status and trends in middle grades and secondary curricula. Analysis of middle grades and secondary curricula and their unique construction, planning, and application.

MSED 7030 Teaching Strategies and Assessment   3-0-**3**
  Application of selected research-based instructional strategies and assessment techniques related to particular classroom contexts and student needs. Emphasis is on the student's practice and analysis of strategies and techniques in the classroom.

MSED 7040 Evaluation and Assessment   3-0-**3**
  Basic concepts, methods, and tools of assessment or evaluation. The course is designed so professional educators can combine their initial experience and understanding of students with information regarding their past performances to assess students' abilities.

MSED 7320 Multiculturalism and Diversity   3-0-**3**
    The study of methodology, materials, and evaluative strategies for teaching students of
    diverse cultures.

MSED 7410 Techniques For Instructional Support   3-0-**3**
    A study of techniques and models for the observation, analysis, and supervision of the
    teaching process. Includes communication and conferencing; self-analysis; mentoring; peer
    coaching; cooperative planning; and roles and responsibilities.

MSED 7420 Internship In Instructional Support   3-0-**3**
    **Prerequisite: MSED 7410 or permission of instructor. Graded "Satisfactory" or
    "Unsatisfactory."** A field-based demonstration of instructional supervision competencies.
    The student will be monitored by a university supervisor.

MSED 7650 Teaching Practicum   **2 or 3 hours credit**
    Prerequisite: MSED 7000.

MSED 7800 Professional Development Seminar II   3-0-**3**
    Prerequisites: MSED 7000, MSED 7010, and MSED 7650. Capstone course to be taken
    within last two semesters of program of study. Analysis of an individual's teaching plan in
    relationship to National Board Standards, master's program outcomes, and school improve-
    ment plans.

MSED 8000 Special Topics in Middle Grades and Secondary Education   2-0-**2** or 3-0-**3**
    Studies of selected topics in middle grades and secondary education. No more than two
    special topics courses may be used in the sixth-year program.

MUE: MUSIC EDUCATION

MUE 5100 Arranging for School Band, Chorus, and Orchestra   2-0-**2**
    Prerequisites: MUSC 2012 and 2052. Basic techniques of scoring for school choral and
    instrumental groups. Three periods a week.

MUE 5640 Music for Teachers   3-0-**3**
    Music materials and methods for the elementary teacher in the school. Not open to music
    majors.

MUE 7000 Issues and Trends in Music Education   3-0-**3**
    Current trends and issues of contemporary music education.

MUE 7600 Instrumental Music Curriculum   3-0-**3**
    Materials and teaching techniques relative to instrumental music education.

MUE 7610 Choral Music Curriculum   3-0-**3**
    Materials and teaching techniques relative to choral music education.

MUE 7640 General Music Curriculum   3-0-**3**
    Review of current methods and approaches of general music education, including multicultural
    approaches to music teaching.

MUE 7680 Foundations of Music Education   3-0-**3**
    Historical, philosophical, and sociological foundations of music education.

MUE 7900   Directed Study in Music Education   1-0-**1** to 3-0-**3**
MUE 7999 Thesis   3-0-**3**
    Prerequisite: Completion of the required core courses in education and music. A
    capstone research course resulting in the proposal and preparation of a thesis.   A defense
    of the thesis is required.

MUSC 5110 Jazz Arranging   2-0-**2**
  Prerequisite: MUSC 2012 and 1172, or permission of instructor. The application of analytic techniques to the study of musical scores.

MUSC 5170 Music Composition I   1-0-**1**
  Prerequisite: MUSC 1012 or permission of the instructor. Foundations in music composition employing both traditional and contemporary techniques.

MUSC 5430 History of Jazz   2-0-**2**
  Prerequisite: MUSC 2172 or permission of the instructor. A comprehensive study of the development of jazz from its origins through present day. The course emphasizes the evaluation of stylistic trends and techniques.

MUSC 5500 Band Literature   1-0-**1**
  Prerequisite: MUSC 1100. Study of styles and eras of band literature appropriate for a variety of ensembles.

MUSC 5510 Choral Literature   1-0-**1**
  Prerequisite: MUSC 1100. Study of styles and eras of choral literature appropriate for a variety of ensembles.

MUSC 5520 Symphonic Literature   2-0-**2**
  Prerequisite: MUSC 1100. A survey of Western symphonic music.

MUSC 5960 Opera Seminar   1-0-**1**
  The study and analysis of scenes from opera and operetta.

MUSC 6450 History of Music to 1750   3-0-**3**
  Prerequisite: MUSC 1100 or permission of instructor. A survey and study of the various historical developments and movements in music from the medieval times through the baroque era.

MUSC 6460 History of Music Since 1750   3-0-**3**
  Prerequisite: MUSC 1100 or permission of instructor.   A survey and study of the various historical developments and movements in music from the classical period through the 20th century.

MUSC 6510 Song Literature I   2-0-**1**
  Survey course in art song literature. MUSC 6510 peruses the literature from the Renaissance through the German Lieder School spanning the 19th century and the first half of the 20th century.

MUSC 6520 Song Literature II   2-0-**1**
  Survey course in art song literature. MUSC 6520 peruses the 19th and 20th century French, Spanish, English, and American song schools.

MUSC 6540 Piano Literature I   1-0-**1**
  Survey course in piano literature. The keyboard instruments and literature of the Renaissance, Baroque, and Classical eras.

MUSC 6550 Piano Literature II   1-0-**1**
  Survey course in piano literature. The piano literature of the Romantic period and representative repertory of the last 100 years.

MUSC 6570 Organ Literature I   1-0-**1**
  The study of organ literature and organ design from the origins of the instrument to the time of J. S. Bach.

MUSC 6580 Organ Literature II   1-0-**1**
  The study of organ literature and organ design from the time of J. S. Bach to the present.

MUSC 6760 Jazz Pedagogy   1-0-**1**
  The study of jazz methods and jazz materials, including lab teaching experience.

MUSC 7010 Music Theory   3-0-**3**
    Graduate survey in music theory.
MUSC 7020 Music History   3-0-**3**
    Graduate survey in music history.
MUSC 7040 Computer Applications in Music   3-0-**3**
    This course is an introduction to the basic skills in computer applications for music, includ-
    ing MIDI (Musical Instrument Digital Interface).
MUSC 7530 Chamber Music   3-0-**3**
    Selected studies in the history and theory of chamber music masterworks.
MUSC 7650 Conducting   3-0-**3**
    Techniques in conducting.

APPLIED MUSIC (MUSC)

Student enrolling in Applied Music will be assigned to an instructor by the Head of the
Music Department, and a list of assignments will be posted in the Music Department
Office on the day following registration. Student must arrange for a lesson time with the
assigned instructor by the end of the second day of classes. Students not scheduled by
the end of the second day of classes will be dropped from the course.

Secondary Applied: These courses award one credit hour each semester, and one thirty-
minute lesson will be scheduled each week. Requirements will be determined by the
instructor. Secondary applied lessons are available to any student regardless of major,
depending on the availability of faculty.

Secondary Applied

MUSC 5210	**Piano**	**Graduate**	0-1-**1**
MUSC 5310	**Organ**	**Graduate**	0-1-**1**
MUSC 5410	**Voice**	**Graduate**	0-1-**1**
MUSC 5610	**Brass**	**Graduate**	0-1-**1**
MUSC 5910	**Woodwinds**	**Graduate**	0-1-**1**
MUSC 6310	**Percussion**	**Graduate**	0-1-**1**
MUSC 6410	**Strings**	**Graduate**	0-1-**1**

MUSC 5810 Chamber Singers   0-2-**1**
    A selected ensemble emphasizing choral and vocal chamber music repertoire. Selection by
    audition only. Membership open to all VSU graduate students.
MUSC 5820 Concert Choir   0-3-**1**
    Open to any VSU student by permission of the instructor.
MUSC 5830 The Spotlighters   0-2-**1**
    A select choral ensemble emphasizing popular, jazz, blues, and show tune repertoire. Selec-
    tion by audition only.
MUSC 5840 Opera and Musical Theatre   0-2-**1**
    Music drama production and ensemble work. Preparation of scenes and full-scale productions.
MUSC 5850 Concert Band   0-3-**1**
    Open to any VSU student by permission of the instructor.
MUSC 5860 Orchestra   0-3-**1**
    Open to VSU students with permission of the instructor.

MUSC 5870 Jazz Ensemble   0-3-**1**

Selection by audition only.

MUSC 5880 Marching Band   0-3-**1**

Performance at all football games and various exhibitions. Auditions required for danceline, color guard, and majorette. Fall semester only.

MUSC 5890 Instrumental Ensembles   0-2-**1**

Study and performance of repertoire for a variety of combinations of instruments. Open by permission of instructor.

MUSC 6870 Jazz Combo   0-2-**1**

Study and performance of a wide variety of jazz styles for 5-8 member ensemble. Selection by audition only.

MUSC 6880 University Community Band   0-3-**1**

Study and performance of standard band literature. Open to VSU students and members of the community by permission of the instructor.

MUSC 6890 Vocal Chamber Ensembles   0-1-**1**

Ensemble performance in musicals, opera, and other such events in conjunction with the departments of music and theatre.

MUSC 7050 Music Research and Bibliography   2-0-**2**

Development of graduate-level research skills.

MUSC 7240 Private Piano   **4 credit hours**

Applied private piano lessons for graduate students. Students will receive two 50-minute lessons each week and attend studio class, recitals, and other designated events as assigned in applied instruction. May be repeated for credit.

MUSC 7340 Private Strings   **4 credit hours**

Applied or private string lessons for graduate students. Two 50-minute lessons scheduled each week. May be repeated for credit.

MUSC 7440 Private Voice   **4 credit hours**

Private or applied voice lessons for graduate students. Classroom requirements are two 50-minute lessons and a studio class each week. May be repeated for credit.

MUSC 7450 Private Percussion   **4 credit hours**

Applied or private percussion lessons for graduate students. Two 50-minute lessons will be scheduled each week. May be repeated for credit.

MUSC 7640 Private Brass   **4 credit hours**

Applied or private brass lessons for graduate students. Students receive two 50-minute lessons each week and attend studio class, recitals, and other designated events as assigned by the applied instructor. May be repeated for credit.

MUSC 7721 Advanced Piano Pedagogy   0-2-**1**

An in-depth study of piano pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7722 Advanced Piano Pedagogy II   0-2-**1**

The second of two in-depth studies of piano pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7731 Advanced Percussion Pedagogy   0-2-**1**

An in-depth study of percussion pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7732 Advanced Brass Pedagogy   0-2-**1**

An in-depth study of brass pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7733 Advanced Woodwind Pedagogy   0-2-**1**

An in-depth study of woodwind pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7734 Advanced String Pedagogy 0-2-**1**

An in-depth study of string pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7750 Advanced Vocal Pedagogy 0-2-**1**

An in-depth study of vocal pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7777 Private Collaborative Piano **4 credit hours**

Applied private collaborative piano for graduate students. Students will recive two 50-minute lessons each week and attend studio classes, recitals, and other designated events as assigned in applied instruction. May be repeated for credit.

MUSC 7778 Advanced Collaborative Piano Pedagogy 0-2-**1**

An in-depth study of collaborative piano pedagogy designed to enhance instructional skills in private and group settings.

MUSC 7840 Private Conducting **4 credit hours**

Applied private conducting at the graduate level. Techniques of conducting, including refinement of physical and artistic gestures. May be repeated for credit.

MUSC 7900 Directed Study in Music Performance 0-2-**1** to 0-6-**3**

The opportunity to earn academic credit for a performance or performance-based project not otherwise included in the curriculum offerings. Credit hours to be determined by the instructor, Graduate Music Coordinator, and the Department Head.

MUSC 7940 Private Woodwinds **4 credit hours**

Applied of private woodwind instruction for graduate students. Students receive two 50-minute lessons each week and attend studio class, recitals, and other designated events as assigned by the applied instructor. May be repeated for credit.

NURS: NURSING

NURS 5050 Field Study in Transcultural Care 1-3-**2** to 1-21-**8**

Focuses on the application of concepts of transcultural nursing in selected culturally diverse settings. Students are encouraged to explore personal cultural orientation and its influence on the delivery of care and services. Selected ethnocultural groups will be studied. Variability will occur in undergraduate and graduate study intensity (concentration and length of study).

NURS 5990 End-of-Life Nurturing 3-0-**3**

Also offered as NUTR 5990. The study of the meaning of death, dying, and grieving across cultures and life development stages. The course focuses on end-of-life issues such as death as a process to attain life fulfillment, nurturing behaviors (providing nourishment, hydration, and care giving), cultural and spiritual perspectives, and legal and ethical concerns related to quality-of-life decisions.

NURS 7010 Integration of Conventional / Alternative Therapies 3-0-**3**

Explores conventional & alternative healings therapies from various philosophical perspectives and how they are being blended with mainstream western medicine to determine how a program of wellness can be maintained toward empowerment of a healthy life-style and directed self care. Focuses on healing into wholeness with the Bio-Psycho-Spiritual model.

NURS 7011 Statistical Applications In Nursing Research and Practice 3-0-**3**

Emphasizes application of appropriate descriptive and inferential statistical procedures using numerous examples of nursing research and practice data. Selection of correct statistical procedures, analysis of data, and interpretation of statistical results are discussed. This course is required for graduate nursing students who have not completed undergraduate statistics.

NURS 7020 Family Nursing 3-0-**3**

Examines the biophysical, psychosocial, culture, intellectual, and spiritual nature of health and illness within families. Forces for health or illness, dynamics of family health, and helping relationships with families are explored.

NURS 7060 Directed Study in Nursing **1 to 5 credit hours**

Enables the student to explore in depth a topic relevant to his/her special interest in nursing.

NURS 7070 Special Topics in Advanced Nursing **1 to 5 credit hours**

Provides opportunities for study on topics of interest in advanced nursing practice.

NURS 7100 Clinical Pathophysiology 3-0-**3**

Prerequisites: Graduate standing. Provides advanced principles of human physiology and pathogenesis of diseases. Emphasis is on etiology, pathogenesis and clinical manifestations of disease processes commonly encountered in advanced nursing practice.

NURS 7110 Theories Used in Nursing 2-0-**2**

Prerequisites: Graduate standing. Analysis of concepts, models, and theories; both nursing theories and others used in nursing. Emphasis is on use of theory in advanced nursing practice, education, management, and research.

NURS 7120 Nursing Research 3-0-**3**

Prerequisite: Statistics. Pre- or Co-requisite: NURS 7110. The study of principles and design of nursing research. Quantitative, qualitative, and epidemiological methods are considered. Emphasis is on significant problem formulation, methods of investigation, results, conclusions, and strategies for nursing implementation by the development of a research paper.

NURS 7130 Seminar in Issues and Health Policy 0-3-**1**

Prerequisite: Graduate standing. Analysis of trends and issues which impact client health and health care delivery systems. Professional activities which positively effect policy and polity are explored.

NURS 7140 Leadership in Advanced Nursing Roles 3-0-**3**

This course provides the student with leadership and management skills for advanced nursing roles. Various advanced nursing roles will be explored with emphasis on leadership and management strategies to overcome barriers and enhance nursing practice in a changing health care environment.

NURS 7211 Advanced Nursing Care with Growing Families 3-9-**6**

Prerequisites: NURS 7110 and NURS 7100. Applies specialized knowledge and current research to competent caring of childbearing and child rearing families. Explores the effects of sociocultural issues and environmental on the well-being of children and their families. Identifies the common health problems of childbearing and child rearing and appropriate interventions to promote holistic health and development. Clinical experiences focus on the application of advanced practice theory to childbearing and child rearing families within multiple settings and emphasizing health promotion of growing families.

NURS 7230 Pharmacotherapeutics 3-0-**3**

Prerequisite: NURS 4060 or demonstrated competence. The study of pharmacokinetic processes and drugs used in advanced practice of nursing. Legal considerations of prescriptive privileges are incorporated into the selection of appropriate drugs and dosages for client problems. Students compile a drug protocol manual as part of the learning process.

NURS 7231 Advanced Nursing for Health Promotion of Adults 3-0-**3**

Prerequisites: NURS 7110 and NURS 7100. Corequisite: NURS 7231L. Holistic and comprehensive nursing care of multicultural adult populations, utilizing current research and theoretical concepts related to health promotion and disease prevention.

NURS 7231L Advanced Health Promotion of Adults: Lab 0-9-**3**

Corequisite: NURS 7231. Application of advanced practice theory related to wellness and health promotion and lifestyle modification within specific clinical settings.

NURS 7251 Mental Health Nursing with Person   3-9-**6**

Prerequisites: **NURS 7100 and NURS 7110.** Explores psychodynamic, behavioral, developmental and humanistic approaches to helping processes for individuals in crisis. Incorporates a worldwide and multicultural perspective. Emphasis is on developing competencies as a nurse counselor caring for clients with acute and chronic episodes of emotional distress. Clinical experience focuses on development of skills needed to modify individual behavior toward balance, adaptation, and holism.

NURS 7291 Advanced Nursing Health Promotion of Adults

Clinical Laboratory-NP   0-9-**3**

Prerequisites: **NURS 7100 and NURS 7110. Co-requisite: NURS 7231.** Application of advanced practice theory related to wellness and health promotion and lifestyle modification within role-specific settings. This clinical experience is for students in the nurse practitioner track.

NURS 7312 Advanced Nursing Care with Growing

Families During Health Crisis   3-9-**6**

Prerequisite: **NURS 7211.** Explores the specialized knowing required for holistic care of childbearing and child rearing families in crisis. Epidemiologic methods are utilized to identify the health hazards of each stage of childbearing and child rearing and to prioritize appropriate interventions. Emphasis is on competent nursing care during acute illness and promotion of health during long-term problems. Incorporates evaluation of research and theories appropriate to the health status of client families. Clinical experiences focus on the application of advanced practice theory within settings which care for families undergoing health crisis.

NURS 7321 Curriculum Design for Nursing   2-3-**3**

Prerequisites: **Clinical Focus Courses.** Focuses on the historical and current theories and trends in curricular development. Students will explore curricular designs, implementation issues, course development, and program evaluation issues related to nursing education. Laboratory experiences include activities such as curriculum meetings, classroom and clinical observation/evaluation, and development of a prototype nursing curriculum.

NURS 7331 Nursing Administration: Role and Theories   2-3-**3**

Prerequisites: **Clinical Focus Courses.** Presents theoretical role, functions, strategies, and techniques used for leading, managing and administrating the nursing function in a variety of settings. Provides a clinical component in which the roles of the nurse administrator as a leader for creative nursing practice, as a colleague with other health care administrators, and as a nursing spokesman interacting with others of influence in the health care system are examined.

NURS 7332 Advanced Nursing for Health Restoration of Adults   3-9-**6**

Prerequisite: **NURS 7231. Corequisite NURS 7332K** Focuses on holistic and comprehensive nursing care of multicultural adult populations utilizing current research and theoretical concepts related to health restoration. Concepts include advanced nursing care of acute and chronic illnesses common to adult multicultural populations. Clinical experiences focus on the application of theory in a variety of settings.

NURS 7341 Care Manager: Role and Theories   2-3-**3**

Prerequisite: **Completion of Clinical Focus Courses.** Explores the concept and models of care management within the context of the current and evolving health care environment. Examines the relationship of care management, managed care, and patient/family holistic care needs. Clinical experiences provide the opportunity to analyze care management strategies for quality and cost effectiveness and to explore development of the nursing care management role.

NURS 7352 Mental Health Nursing with Persons   3-9-**6**

Prerequisite: **NURS 7251.** Explores multiple theoretical approaches for positive growth in groups and family systems. Counseling competencies with groups and families to catalyze effective change/adaptation toward holistic mental health are emphasized. Clinical experience is focused on developing effective counseling skills with groups and families.

NURS 7391 Nurse Practitioner–Diagnostic and Therapeutic   2-6-**4**

Pre- or co-requisite: **NURS 7231.** Holistic and comprehensive nursing care within the role of the nurse practitioner. Emphasis will be on the identification and management of the health care needs of adults. Research related to the role of advanced practice as a nurse practitioner is applied. Clinical experience is focused on application of principles related to diagnostic modalities and therapies for common health problems.

NURS 7392 Advanced Nursing for Health Restoration of Adults

Clinical Laboratory - NP   0-9-**3**

Prerequisite: NURS 7291. Co-requisite: NURS 7332. The application of advanced practice theory related to assessment and health promotion within role-specific settings. This clinical experience is for students in the nurse practitioner track.

NURS 7422 Teaching Strategies for Nursing   1-15-**6**

Prerequisite: NURS 7321. Focuses on the theoretical concepts related to nursing education. Students will explore, develop, and implement a variety of teaching strategies. Laboratory hours will be spent in mentorship relationships with nursing faculty as a novice educator in classroom and clinical settings.

NURS 7432 Nursing Administration: Implementation of Role   1-15-**6**

Prerequisite: NURS 7331. Synthesizes knowledge of the health care system, theories of administration and organization, nursing theories, role theory, issues, trends, financial and policy development, and research in health care systems into practice. The clinical practicum experience develops beginning competencies as a nurse administrator in health care systems.

NURS 7442 Care Manager: Nursing Role Development and Implementation   1-15-**6**

Prerequisite: NURS 7341. Explains the development, implementation, and evaluation of care management models and plans. Explores the relationship between care management, quality improvement, and holistic care. Identifies strategies for measuring, evaluating, and assessing care management outcomes. Clinical experiences provide the opportunity to design and implement care management strategies.

NURS 7460 Financial Management for Nurses   3-0-**3**

Prerequisites: Clinical Focus Courses. Provides an overview of financial management topics such as accounting, economics, strategic planning, decision making tools, and marketing in order to prepare the senior or mid-level health care manager for a collegial relationship with their financial manager. Open to all graduate students in nursing.

NURS 7463 Thesis   **1 to 6 credit hours**

Prerequisite: NURS 7120. The research process is utilized to investigate a nursing question.

NURS 7473 Project   **1 to 6 credit hours**

Prerequisite: NURS 7120.   Graded "Satisfactory" or "Unsatisfactory." An independent study to develop a nursing project of the student's choice under the supervision of a faculty member. Course will be graded "IP," "S," or "U," as appropriate.

NURS 7492 Nurse Practitioner–Therapeutic Interventions and

Role Implementation   1-15-**6**

Prerequisite: NURS 7391. Synthesis of concepts and generation of research issues related to the role if the nurse practitioner. Emphasis is on provision of holistic nursing in the supervised role of adult nurse practitioner within a variety of settings.

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.

NURS 7590 Nurse Practitioner Practicum   0-18-**6**

　　Prerequisite: NURS 7391, NURS 7492, NURS 7230. Co-requisite: NURS 7594. Clinical practicum focused on the synthesis and application of advanced practice theory for nurse practitioners within a variety of settings. Emphasis is on developing competence as a primary health care provider.

NURS 7594 Synthesis Seminar   0-6-**2**

　　Co-requisite: NURS 7590. Synthesis and application of knowledge required to function as a competent nurse practitioner. Students explore ethics, marketing, practice management, and standards of practice for the nurse practitioner.

NUTR: NUTRITION

NUTR 5250 Special Topics in Nutrition   3-0-**3**

　　Prerequisite: Basic nutrition course or permission of the instructor. An intensive study in any area of student interest related to nutrition or a current topic relevant to nutritional science or complementary nutrition care. Topics may vary depending on selected area of nutrition.

NUTR 5900 Culture, Food, and Health   3-0-**3**

　　An examination of different cultural/ethnic/religious groups around the world and within the U.S., their food choices, nutritional practices, and beliefs related to health. This course focuses on cultural perspectives as well as traditional and contemporary food habits among different peoples.

NUTR 5910 Botanical and Complementary Healing Practices   2-2-**3**

　　Introductory exploration of botanical and alternative healing practices. This course focuses on herbal and dietary measures used by different cultures to attain balance and wholeness as well as other healing techniques that address the body-mind-spirit connection. Students are provided an opportunity for hands-on application of selected healing techniques and experiential learning.

NUTR 5990 End-of-Life Nurturing   3-0-**3**

　　Also offered as NURS 5990. The study of the meaning of death, dying, and grieving across cultures and life development stages. The course focuses on end-of-life issues such as death as a process to attain life fulfillment, nurturing behaviors (providing nourishment, hydration, and care giving), cultural and spiritual perspectives, and legal and ethical concerns related to quality-of-life decisions.

NUTR 6000 Advanced Nutritional Therapy   3-0-**3**

　　Explores physiological responses at the cellular level to inadequate and excessive nutrients in culturally diverse clients throughout the lifespan. The course incorporates advanced nutritional assessment. Emphasis is on providing nutritional support and dietary modifications for primary, secondary, and tertiary prevention, consistent with the cultural milieu.

NUTR 6900 Life Cycle Nutrition   3-0-**3**

　　A study of nutritional needs and factors that influence health from birth through old age. The course focuses on physiological and biochemical principles that provide the basis for nutritional requirements throughout the life cycle for optimal growth and development, maturation, and aging.

NUTR 6950 Community Nutrition and Health   2-2-**3**

　　Prerequisites: PERS 2430 or NUTR 3100, NURS 3220 or NURS 3250, or permission of the instructor. Focus is on involvement in community health and nutritional programs and problems. The course emphasizes application and utilization of tools to assess, analyze, and design programs to meet the nutritional and health needs of multicultural communities. It also explores the roles of research and government as they impact nutritional, health, and wellness programs.

NUTR 7070 Nutrition for Physical Activity 3-0-**3**

Prerequisite: Basic undergraduate nutrition course. Emphasis on meeting the nutritional needs of physically active individuals, application of nutritional assessment, and physiological responses to physical activity. Information concerning sports nutrition guidelines for special population groups participating in physical exercise, dietary modifications for optimal physical performance throughout the life-span, and health promotion along with cultural diversity will be included.

PADM: PUBLIC ADMINISTRATION

PADM 7000 Human Resource Management 3-0-**3**

A study of Human Resource Management. This course examines the processes of personnel administration and relates them to the human resource needs of organizations.

PADM 7010 Public Sector Labor Relations 3-0-**3**

An analysis of labor relations in public organizations. Topics include dispute resolution, management of benefit packages, and other current issues of labor relations.

PADM 7020 Public Sector Planning 3-0-**3**

An exploration of the elements of public sector planning, including data validation, forecasting and projection techniques, and decision making.

PADM 7040 Non-Profit Management 3-0-**3**

A survey of the types, methods, and techniques of management of organizations outside the dualistic public and private sector model. Emphasis is on revenue strategies, structure and control.

PADM 7050 Administrative Law and Government 3-0-**3**

An overview of the administrative legal processes, focusing on the formation and execution of public policy. Special emphasis is placed upon protecting the rights of all parties in the complex processes of administrative law, policy formation, and implementation.

PADM 7060 Quantitative Methods for Public Administration 3-0-**3**

The application of quantitative methods to problems faced by public administration practitioners. Topics include regression analysis and the use of probability theory as they apply to decision making in public management.

PADM 7090 Policy Analysis 3-0-**3**

Prerequisite or corequisite: PADM 7060. A systematic survey of the theories, basic concepts and approaches associated with empirical analysis of public policies. Topics include problems and uses of analysis, with reliance on case studies.

PADM 7110 Information Management 3-0-**3**

Also offered as MLIS 7270. A survey of the issues and problems of information management. Emphasis is on modern developments in the generation, storage, classification and transmission of information vital to the management of public organizations.

PADM 7120 Accounting for the Public Sector 3-0-**3**

A study of the role accounting plays in the overall management process within public agencies. Emphasis is given to the use of accounting techniques as a means of assuring proper control over funds entrusted for public purposes.

PADM 7140 Governmental Budgeting and Finance 3-0-**3**

An analysis of financial management and budgeting procedures as applied to federal, state and local governments.

PADM 7170 Organizational Theory and Behavior 3-0-**3**

An introduction to major theories concerning management in the public sector, including analysis of individual behavior in an organizational context. Emphasis is on the politicized environment.

PADM 7180 Labor Law   3-0-**3**

An examination of modern labor movements in the United States, with special attention to the National Labor Relations Act and other fair employment practices acts. Attention will also be focused on the laws of unionization, collective bargaining, strikes, and picketing.

PADM 7190 Special Topics in Public Administration   3-0-**3**

Study in areas which are not ordinarily covered in the MPA Program, but which may be of contemporary or special interest to MPA students at the time.

PADM 7200 Directed Study in Public Administration   1-0-**1** to 3-0-**3**

Directed readings in selected areas of public administration with regular conferences between the student and the faculty member.

PADM 7210 Internship in Public Administration   1-0-**1**

Corequisite: PADM 7900. Graded "Satisfactory" or "Unsatisfactory." A one-semester internship in public or not-for-profit agency to be taken during student's final semester of course work. The internship is designed to gain practical experience in the field of public administration. A written report or a portfolio development is required.

PADM 7220 Managing Diversity in the Public Workforce   3-0-**3**

An overview of diversity issues in public management from a human resource manager's perspective. Topics include differences in age, disability, gender, race/ethnicity, and culture and their impact on human resource management.

PADM 7240 Public Administration and Community-Based Organizations   3-0-**3**

An examination of the relationships between urban public administrators and their environ-ment. Topics include but are not limited to the role community organizations, interest groups, and demographic diversity upon the management function.

PADM 7250 Managing Small Cities and Counties   3-0-**3**

An overview of local government operations for small and mid-sized communities. Topics include legal issues, the clerk's office, emergency management, planning, economic develop-ment, public works, leisure and human services, police and fire services, budgeting and financial management, personnel, communication, and intergovernmental relations.

PADM 7260 Democracy and Public Administration   3-0-**3**

An examination of the role of the career administrator in an democratic system. Topics include the nature of the American democratic system and the ethical implications of non-elected administrators playing a key role in the system.

PADM 7270 Innovation and Creative Problem Solving in the Public Sector   3-0-**3**

An exploration of innovation, problem solving, and creativity as applied to the public sector. The course seeks to expand class participants' understanding and abilities in each of these areas.

PADM 7300 Foundations Seminar in Public Administration   **3 hours credit**

Graded "Satisfactory" or "Unsatisfactory." A survey of the field of public administra-tion, including the research and writing skills needed for successful study in the field. The course is to be taken during the student's first semester of coursework. Students must demonstrate basic computer proficiency as part of this course.

PADM 7340 Managing Local Government Finance   3-0-**3**

A study of the activities involved in the collection, custody, and expenditure of public revenues at the local level.

PADM 7350 Intergovernmental Management   **3 hours credit**

A study of federal, state, and local government interactions, including interactions with the not-for-profit sector, from the perspective of a public administrator.

PADM 7360 Planning and Implementing Electronic Government   **3-0-3**

An introduction to the methods and processes for planning and implementing a website for a governmental entity or a nonprofit organization. Students will learn how public and nonprofit organizations utilize the web to meet the needs of their constituents.

PADM 7370 Comparative Public Policy   **3 hours credit**

An examination of how public policies differ cross-nationally, why they differ, and what impact they have on their respective societies.

PADM 7380 Politics of Managing Urban Areas   **3 hours credit**

A survey of urban history and governmental functions, with particular attention on infrastructures. Focus is placed on urban politics from a public administration approach, along with pertinent policies such as economic development, transportation, education, criminal justice, and health policy. Emphasis is placed on management in a political context.

PADM 7860 Grant Writing and Management   **3 hours credit**

An examination of the process of acquiring and managing grants in the public sector. Emphasis is on demonstrating knowledge of grant strategies and procedures gained through course material and completion of a case study.

PADM 7900 Capstone Seminar in Public Administration   2-0-**2**

Corequisite: PADM 7210. Graded "Satisfactory" or "Unsatisfactory." To be taken during the student's final semester of course work. An Internet-based course. Students are expected to demonstrate mastery of the material presented in their program of study through case analyses. This course serves as the exit requirement for the MPA program.

PADM 9000 Administration and Government   3-0-**3**

A survey of the history and development of public administration and the institutions of government. This course is designed to introduce students to the social, political, and institutional context of public administration. Topics include democracy, federalism, and administrative theory.

PADM 9010 Financial Management for Public and

Non-Governmental Organizations   3-0-**3**

A review and assessment of current practices and theory in public finance administration. The applicability of key public theories is analyzed in terms of their use within governmental and not-for-profit (NPO) settings. Specific attention is paid to applying theory as a standard of judgment in assessing the quality of governmental and NPO financial and budgetary structures and activities.

PADM 9020 Managing Human Resources in Public and

Non-Governmental Organizations   3-0-**3**

A focus on human resource management in public and non-governmental organizations, including the standards that government bureaucracies have set for personnel practices in areas of diversity, equal opportunity, merit, and fair labor compensation that have been adopted in the private and non-governmental sectors.

PADM 9030 Logic of Inquiry in Administration   3-0-**3**

An in-depth examination of the various epistemological approaches used in the systematic study of public administration.

PADM 9040 Research and Methods for Public Administration   3-0-**3**

Prerequisite: PADM 9030. An in-depth examination of the research methods used in the study of public administration. The course will expose students to the research methodologies available to modern public administrators and academics and to the software packages available to analyze data concerning various questions important to political scientists. The course will help students acquire the capability to critically examine empirical research and facilitate their ability to develop and carry out a complete empirical research project.

PADM 9050 Program Evaluation   3-0-**3**

Prerequisite: PADM 9040. Also offered as PSYC 9050. Theories, research, and practice related to program evaluation in government and nonprofit organizations.

PADM 9060 Information and Data Management 3-0-**3**

An examination of technology and information management, including hardware, software, and systems development. Particular emphasis will be placed on the management of information resources within the public sector and the role of E-Government.

PADM 9070 Culture of Formal Work Organizations 3-0-**3**

Also offered as SOCI 9070. The study of organizational culture and methods of changing culture in public and nonprofit organizations. The impact of culture on organizational behavior will be discussed.

PADM 9090 Educational Policy Analysis 3-0-**3**

Prerequisites: Doctoral standing or approval of instructor. A systematic survey, of the theory, concepts and approaches associated with empirical analysis of public educational policies in a multicultural environment. Topics include quantitative and qualitative tools and methods of analysis. The case studies approach is utilized.

PADM 9990 Capstone Seminar 3-0-**3**

Graded "Satisfactory" or "Unsatisfactory." The concluding seminar in the DPA program, to be taken during a student's final semester. Students will demonstrate mastery of the material presented in their programs of study through a variety of methods and will present a professional portfolio. Students will develop and defend the proposal for their final project or organizational analysis.

PADM 9999 Final Project/Organizational Analysis **6 hours credit**

Prerequisites: Completion of major courses and permission of advisor or final project chair. Graded "Satisfactory" or "Unsatisfactory." Development and defense of the final project or organizational analysis. Under the supervision of a faculty committee, students will conduct either an applied research project or a descriptive and prescriptive evaluation of the management policies of an agency. Course may be repeated for credit.

PHIL: PHILOSOPHY

PHIL 5100 Ethics and Health Care 3-0-**3**

A study of ethical issue in health care delivery, with special emphasis on topics such as abortion, euthanasia, paternalism and autonomy, confidentiality, medical experimentation and informed consent, allocation of scarce resources, and the right to health care.

PHIL 5150 Ethics and Business 3-0-**3**

A study of ethical issues in business and society, with special emphasis on corporate responsibility, regulation of business, and the protection of workers, consumers and the environment.

PHIL 5190 Ethics and the Social Sciences 3-0-**3**

A study of ethical issues in the social sciences, with special emphasis on issues such as human and animal experimentation, counseling, behavior control, punishment, psychological and sociological determination, and gender and racial discrimination.

PHIL 6120 Ethics and Public Policy 3-0-**3**

A study of ethical issues involved in public policy, with special emphasis on issues such as affirmative action, abortion, euthanasia, capital punishment, free speech and privacy.

PHIL 6220 Ethics and Public Administration 3-0-**3**

A study of ethical issues in public administration, with special emphasis on developing analytical skills in ethical decision-making in the public sector, highlighting the role of ethics and professional responsibility in public service, and identifying situations involving professional malfeasance such as conflict of interest.

PHIL 7100 Topics in Ethics and Sport   3-0-**3**
   A seminar in ethical issues in sports and contemporary society.
PHIL 7900 Topics in Philosophy   3-0-**3**
   A special topics course, designed to address a selected topic for research analysis.
PHIL 9070 Philosophy of Education   3-0-**3**
   A systematic analysis of topics central to educational philosophy, including theories of
   education, logic, critical thinking and scientific method, and ethical issues in education.
   Seminar discussions and case studies are utilized, as is World Wide Web Internet technology.

PHSC: PHYSICAL SCIENCE

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

PHYS: PHYSICS

PHYS 5040 Electronics   2-4-**4**
   A lecture-laboratory study of basic electrical circuits and techniques, including extensive use
   of the oscilloscope. Both continuous wave and pulse phenomena are treated.
PHYS 5100 Optics   2-2-**3**
   An intermediate level course with emphasis on physical optics. Topics include interference,
   polarization, dispersion, absorption, resonance and quantum effects. The electromagnetic
   nature of light is emphasized.
PHYS 5810 Mathematical Methods of Physics   3-0-**3**
   Special topics in mathematics as related to advance study in physics. Topics include vector
   analysis, differential equations, orthogonal functions, eigenvalue problems, matrix methods,
   and complex variables.
PHYS 5820 Computational Physics   3-0-**3**
   Topics include formulation of equations describing physical systems and the use of comput-
   ers to solve them, computer simulations of physical systems, the use of computers to
   acquire and analyze data, and graphical methods of displaying data.
PHYS 6040 Experimental Physics   2-4-**4**
   A lecture-laboratory course devoted to techniques of research in experimental physics.
   Topics include treatment of data, vacuum techniques, magnetic devices, preparation and
   manipulation of beams of particles and radioactivity. A number of modern physics experi-
   ments are studied and performed.

> 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.

PHYS 6111-6112 Theoretical Mechanics I, II   3-0-**3 each**
Topics include Newtonian Mechanics, conservation laws, Lagrange's equations, and relativity.
PHYS 6211-6212 Electromagnetism I, II   3-0-**3 each**
Topics include electrostatics, magnetostatics, time varying electric and magnetic fields, Maxwell's equations, and propagation of electromagnetic waves.
PHYS 4310 Thermodynamics   3-0-**3**
Prerequisite: MATH 2263, PHYS 2211K. Basic principles of classical thermodynamics, which includes open and closed systems for both steady and transient processes.
PHYS 6411-6412 Modern Physics, I, II   3-0-**3 each**
An introduction to twentieth-century physics with the emphasis on quantum mechanics and its applications to atomic and nuclear structure, and to solid state physics. Both wave and matrix formalisms are developed, along with their experimental implications.
PHYS 6800 Internship in Physics   0-6-**3** to 0-12-**6**
Active participation in research in physics or in a field of science closely allied with physics, such as biophysics. A daily log of activities, a report on the work done, and a research paper relating the work done to the field of physics are required.
PHYS 6900 Special Topics in Physics   1-0-**1** to 4-4-**6**
Topics to be assigned by instructor; may be taken more than once if topics are different, up to a total of 6 credit hours.
PHYS 6950 Directed Study in Physics   1-0-**1** to 4-4-**6**
Study in area or subject not normally found in established courses offered by the department; may also allow student to explore in more detail and/or depth an area or subject covered by the department in physics. Up to a maximum of 12 credit hours.

POLS: POLITICAL SCIENCE

POLS 5200 American State and Local Government and Politics   3-0-**3**
A study of American subnational governments and politics with special emphasis upon intergovernmental relations.
POLS 5210 The American Legislative Process   3-0-**3**
A study of the legislative process in the United States, focusing primarily on Congress and the state legislatures. Course topics will include elections for legislative offices and the interaction between the legislature and the executive branch. The roles of parties and leaders in the legislative process will be examined.
POLS 5300 Comparative Politics   3-0-**3**
A study of the key concepts and theories of comparative politics. Examines case studies from different types of political systems and regions of the world.
POLS 5400 International Politics   3-0-**3**
A study of key concepts and theories of international politics. Examines the evolution of the contemporary international system and conflict and cooperation among nation-states.
POLS 5500 Western Political Theory I   3-0-**3**
An examination of the teachings of the classical period of political theory from early Greeks through the political writings of Thomas Aquinas.
POLS 5510 Western Political Theory II   3-0-**3**
An examination of the normative teachings of modern political theory beginning with Machiavelli up to the writings of John Stuart Mill.
POLS 5520 Modern Political Ideologies   3-0-**3**
An exploration of the dominant political ideologies that shape decisions about and understanding of political events, including but not limited to capitalism, socialism, communism, patriarchy, feminism, environmentalism, liberation theology, liberalism, populism, and nationalism.

POLS 5530 American Political Thought   3-0-**3**

A study of the foundations of American political thought from the Puritan era to contemporary times.

POLS 5600 Introduction to Public Administration   3-0-**3**

A focus on the study of public administration processes and underlying theories within American government structures. Emphasis is on the pragmatic aspects of current government leadership and public agency management.

POLS 5610 Public Administration and Public Policy Formation   3-0-**3**

An examination of the basic problems involved in the development of public policy by government actors and institutions, with emphasis on public decision making, organizational theory, and political and administrative influences on the policy making process.

POLS 5620 Health Policy   3-0-**3**

An examination of the emergence of national health care programs in the United States. The course focuses on the contending interests in the health policy arena and on related management issues.

POLS 6120 Ethics and Public Policy   3-0-**3**

May also be taken as PHIL 6120. A study of ethical issues involved in public policy with special emphasis on issues such as affirmative action, abortion, euthanasia, capital punishment, free speech, and privacy.

POLS 6300 European Politics   3-0-**3**

A study of the politics and government of Europe. The course focuses on key political institutions and issues in major European countries, and the impact of integration on the nation-state.

POLS 6330 African Politics   3-0-**3**

A study of the domestic and international politics of Africa from the pre-colonial period to the present day.

POLS 6340 Comparative Political Leadership   3-0-**3**

An application of theories of political leadership in a comparative framework. There will be considerations of conditions leading to effective as well as to failed leadership. Course material will include case studies of individual leaders as well as of key leadership bodies.

POLS 6350 Politics in Developing Nations   3-0-**3**

The study of political institutions, processes and behavior within a comparative perspective.

POLS 6360 Politics of Post-Communism   3-0-**3**

An examination of the political dynamics of Eurasia. Comparisons of emergent political systems in East Central Europe, Russia, and the newly independent nations formed out of the old Soviet Union will constitute the central focus. A secondary emphasis will be study of the regional and international orientations of these nation-states.

POLS 6400 International Organization and Law   3-0-**3**

Readings, cases, lectures and research on the functioning of the legal structures in the international system with special emphasis on the relation between law and politics.

POLS 6410 American Foreign Policy   3-0-**3**

A study of the domestic and external pressures that guide American foreign policy planners. Specific policies toward Russia, West Europe, China, and Latin America will receive special attention.

POLS 6420 Global Security Policy   3-0-**3**

The study of the political efforts to deal with threats to world order arising from war, nuclear proliferation, international terrorism, the environment, the economy, and related factors.

POLS 6430 National Security Administration and Policy   3-0-**3**

An examination of the organizational dynamics, political features, and policy outcomes of the national security decision-making process. Special attention will be placed on the changing role of the National Security Council.

POLS 6600 Government Organization and Administrative Theory   3-0-**3**

A systematic analysis of theories of organization, management, and administration. Special consideration will be given to institutional, behavioral, and psychological factors.

POLS 6610 Public Personnel Administration   3-0-**3**

An examination of procedures and problems of governmental personnel administration. Studies of governmental agencies are encouraged to give students first-hand knowledge of governmental personnel administration.

POLS 6620 Public Finance Administration   3-0-**3**

A study of the activities involved in the collection, custody, and expenditure of public revenue, such as the assessment and collection of taxes, public borrowing and debt administration, the preparation and enactment of the budget, financial accountability and the audit.

POLS 6630 Techniques and Processes of Public Management   3-0-**3**

An exploration of public management within the structure and context of a democratic government. The course   examines the strengths and weaknesses of public management processes such as the National Performance Review, traditional public management techniques, and applied theories to assess change in Georgia laws. It also addresses public management leadership, decision-making, analytical models, budgeting, and selected public issues.

POLS 6640 Urban Politics and Administration   3-0-**3**

An analysis of the governmental function in urban areas. Emphasis is placed on the management role in a political context.

POLS 6650 Intergovernmental Relations   3-0-**3**

A study of federal, state, and local governmental interactions, with an emphasis on the implications of these interactions for public management.

POLS 6670 Quality Management in Public Administration   3-0-**3**

An examination of the key current issues in public administration. The course explores the most current literature illuminating the issues facing public administrators in today's demanding environment.

POLS 6820 Special Topics in U. S. Government and Politics   3-0-**3**

POLS 6830 Special Topics in Comparative Politics   3-0-**3**

POLS 6840 Special Topics in International Politics   3-0-**3**

POLS 6850 Special Topics in Political Theory   3-0-**3**

POLS 6860 Special Topics in Public Administration   3-0-**3**

PSYC: PSYCHOLOGY

PSYC 5400 Abnormal Psychology   3-0-**3**

Open to graduate students from any major. The nature and etiology of the various forms of behavior disorder, mental deficiency, and other deviations. Critical evaluation of current theories.

PSYC 5500 Statistical Methods in Psychology   3-0-**3**

Open to graduate students from any major. Univariate and bivariate statistical methods for research in the behavioral sciences.

PSYC 5700 Rehabilitation Psychology 3-0-**3**

The course focuses on biological, personality, cognitive, and social effects of disabilities on adult development. Emphasis is placed on sensory and motor disabilities and the roles played by vocational rehabilitation programs, independent living initiatives, and the community integration movement on rehabilitation. Implications of theory, research, and program implementation on rehabilitation outcomes are made.

PSYC 5800 Industrial/Organizational Psychology 3-0-**3**

Open to graduate students from any major. Theory and application of psychological principles to industrial and organizational settings.

PSYC 6100 Physiological Psychology 3-0-**3**

An introduction to neuroscience and physiological correlates of behavior is provided. Emphasis is on central nervous system structure and function as related to behavioral and psychological processes.

PSYC 6500 Special Topics 1-0-**1** to 3-0-**3**

Prerequisite: Approval of advisor and instructor.

PSYC 7000 Methods In School Psychology 3-1-**3**

Prerequisite: Admission to Graduate Program in the Department. An introduction to the modern role of school psychologists, to include response to intervention strategies and current special education law. Historical, current, and future status of psychological services in the schools will be explored. Professional, ethical, and cultural issues will be presented for discussion, with particular attention to recent developments in federal and state laws that affect the delivery of services in the school.

PSYC 7010 Learning and Assessment 3-0-**3**

Prerequisite: RSCH 7100. This course assists the in-service educator (teacher, administrator, coach, curriculum supervisor, etc.) to understand learning and assessment as they apply in educational settings.

PSYC 7020 Conditions Of Learning 3-0-**3**

Prerequisite: RSCH 7100 or PSYC 5500. This course is designed to aid the in-service educator in predicting, understanding, and controlling the fundamental principles of learning and human development as they apply to schools. The emphasis is on studying the variables shown by research to affect students and educators in the teaching/learning process.

PSYC 7030 Measurement And Evaluation 3-0-**3**

Prerequisite: RSCH 7100, PSYC 3500 or PSYC 5500. An overview of issues related to assessment, measurement, and evaluation in educational and school counseling settings, including supervised experience in instrument selection, use, and outcomes analysis.

PSYC 7040 Adult Learning and Assessment 3-0-**3**

Prerequisite: RSCH 7100. Course designed to aid the in-service educator in predicting, understanding, and controlling fundamental principles of learning and assessment as they apply in the education and training of adults.

PSYC 7100 Intellectual Assessment 3-2-**4**

Prerequisite: Admission to Clinical/Counseling Psychology or School Psychology. A combination of lectures and supervised practical experiences on conducting psychological evaluations. Primary emphasis on the administration, scoring and interpretation of traditional and process oriented intellectual measures. Additional training on clinical interview and report writing skills as well as functional mastering of selected psychometric instruments.

PSYC 7110 Personality Assessment 3-2-**4**

Prerequisite: Admission to Clinical/Counseling Psychology or School Psychology. An introduction to the theory, administration, and interpretation of personality assessment instruments, with primary emphasis on objective measures. Open only to advanced students with adequate background in psychological measurement and theory of personality.

PSYC 7120 Academic and Behavioral Assessment   4-1-**4**

Prerequisites: **A previous graduate assessment course and permission of instructor. Also offered as SCHC 7120.** Advanced intensive study of the administration and interpretation of individual academic and behavioral assessment instruments with attention to multimethod, multisource, and multisetting methodologies; emphasis on the measurement of change within individuals and system levels of intervention.

PSYC 7130 Infant and Preschool Assessment   3-0-**3**

Prerequisite: Graduate standing, permission of the instructor, and prior coursework in measurement, evaluation, and child development. Training on the administration, scoring, and interpretation of instruments assessing cognitive, visual-motor ability, and adaptive behavior of infants, toddlers, and preschool-aged children.

PSYC 7200 Psychopathology   3-0-**3**

Prerequisite: Admission to Clinical/Counseling Psychology or School Psychology or permission of the Instructor. Overview of formal psychopathology classification systems across the life span with emphasis on the integration of multivariate, empirical approaches, and medical and psychological models. The course is designed to familiarize students with evolving information such as criteria, co-morbidity rates, and issues of differential diagnosis accrued from the current Diagnostic and Statistical Manual, and the developmental psychopathology literature. Case studies will be used to illustrate diagnostic issues.

PSYC 7300 Human Development: Conception to Eight Years   3-0-**3**

Prerequisite: Open to graduate students from any major. The scientific study of age-related changes of children from conception to eight years of age with the development of sensory and perceptual systems, language, and cognition, temperamental styles and personalities, and social processes of primary interests. Implications of biological, psychological, and social risk factors for developmental outcomes in these domains will be reviewed. Up to 20 hours of direct observations of children required.

PSYC 7400 Counseling Theory And Practice   3-0-**3**

Also offered as SCHC 7400. Prerequisite: Admission to Graduate Program in Department. Introduction to major theoretical approaches to counseling and psychotherapy. Theories of personality and the causes of mental illness and emotional distress will be reviewed as frameworks for intervention. Specific case examples will illustrate applications of theory to professional practice.

PSYC 7420 Child Counseling   3-0-**3**

Also offered as SCHC 7420. Prerequisite: PSYC 7200 or PSYC 7400. Theories, methods, and techniques of psychotherapy with children. Emphasis will be placed on a multidimensional view of intervention with children, giving attention to developmental, cognitive, behavioral, affective, organic, educational, social, and environmental issues.

PSYC 7450 Group Counseling   3-0-**3**

Also offered as SCHC 7450. Prerequisite: PSYC 7400. Group dynamics and their importance in the counseling process and counseling outcome are studied. Emphasis is given to the application of various counseling and psychotherapeutic approaches within the group setting.

PSYC 7470 Counseling Culturally Diverse Populations   3-0-**3**

Also offered as SCHC 7470. Prerequisite: PSYC 7400. Survey of the cultural context of relationships, issues, and trends in a multicultural and diverse society. Emphasis placed on a knowledge base related to theory, techniques and skills utilized in working with culturally diverse populations.

PSYC 7600 Personnel Selection   3-0-**3**

Prerequisite: Permission of Instructor. This course addresses personnel selection from predictors to criterion measures of job performance; measurement issues; job and task analyses; and the legal and social context for the process.

PSYC 7610 Performance Appraisal   3-0-**3**

　　Prerequisite: Permission of Instructor. Methods, theory, and applications in the measurement of work performance as related to administrative, developmental, and feedback functions.

PSYC 7670 Social Psychology   3-0-**3**

　　Prerequisite: Open to graduate students from any major. Integration of classic and contemporary theories, research, and application relating groups, organizations, culture, and society to individual behavior.

PSYC 7690 Professional Issues In I/O Psychology   1-0-**1**

　　Prerequisite: Permission of Instructor. Current issues in the provision of I/O services.

PSYC 7791, 7792, 7793, 7794, 7795 School Psychology Practicum   **1 hour each**

　　Prerequisite: Admission to School Psychology program.

PSYC 7820 Career Counseling   3-1-**3**

　　Also offered as SCHC 7820. An introduction to the theories of career choice and to human development processes which influence career choice. Emphasis is placed on the nature and use of educational and occupational information in assisting individuals to explore the world of work and develop meaningful career plans. The course includes lab experiences consisting of administering scoring and interpreting career inventories. Students also learn about computer assisted career development including the Georgia Career Information System. Open as an elective to all graduate majors.

PSYC 7860 The College Student   3-0-**3**

　　This course studies the development of the individual postsecondary education student. The major philosophies of student and individual development will be examined, in light of current adult development theories. The emphasis of the course will be on the specialized and developmental needs of the postsecondary education student.

PSYC 7900 Pre-Practicum   3-0-**3**

　　Also offered as SCHC 7900. Prerequisite: PSYC 7400 Advanced course in counseling and psychotherapeutic approaches emphasizing skill development. Extensive role playing in dyads and groups will be critiqued. Basic attending, empathy, and relationship skills will be emphasized as well as specific techniques such as desensitization, contracting, and role reversal.

PSYC 7961, PSYC 7962 I/O Psychology Practicum I, II   **3 hours each**

　　Prerequisite: Admission to I/O Program and Advanced standing. Supervised training in an appropriate applied setting.

PSYC 7971, PSYC 7972 Clinical/Counseling Psychology Practicum I, II   2-0-**2 each**

　　Prerequisite: PSYC 7900 and successful completion of comprehensive examinations.

PSYC 8000 Research Design And Analysis   3-0-**3**

　　Prerequisite: PSYC 5500 or permission of instructor. Design of experimental and correlational research, using univariate, bivariate, and multivariate techniques.

PSYC 8020 Advanced Educational Psychology   3-0-**3**

　　Prerequisite: PSYC 7010 or PSYC 7020 and admission to College of Education Educational Specialist or Doctoral Program or approval of instructor. The course applies the research and theory in educational psychology to practical problems in P-16 school settings. Students will be taught problem-solving processes and learn to apply them through discussion and resolution of a variety of case studies. Students will also develop a specific application to a current significant educational problem.

PSYC 8030 Humanistic Psychology   3-0-**3**

　　Prerequisite: Open as an elective to all graduate students. Critical review of humanistic approaches in psychology. Students will learn how human motivation, adjustment and achievement are influenced by positive human relationships, which are characterized by free choice, spontaneity and creativity.

PSYC 8050   Theories Of Personality   3-0-**3**

Prerequisite: Open to graduate students from any major. Review of theoretical approaches to personality with special emphasis on applications and critical evaluation. Specific issues in personality theory formulation and evaluation will also be discussed.

PSYC 8100   Child And Adolescent Personality Assessment   3-0-**3**

Prerequisite: PSYC 7110. This course is an advanced, intensive study of the administration and interpretation of personality assessment instruments, with primary emphasis on multimethod, multisource, and multisetting assessment of children and adolescents.

PSYC 8120   Alternative Assessment   2-1-**2**

Prerequisite: PSYC 7100. Alternative methodologies such as portfolio, authentic, curriculum-based, and dynamic assessment will be introduced. Integration of alternative and traditional methodologies will be emphasized. Application to multicultural, non-traditional settings, and to the assessment of special populations such as infants will be addressed.

PSYC 8130   Computer Based Assessment   2-1-**2**

Prerequisite: PSYC 7100. Course content will include technological advances that augment both traditional as well as more recent assessment devices. Development and applications of alternative assessment methodologies such as adaptive testing and intervention-based program development will be examined.

PSYCH 8140 Emergent Technologies for Intervention-Based Assessment   1-0-**1**

Prerequisite: A previous graduate assessment course and/or permission of instructor. Includes technological advances that augment both traditional as well as more recent assessment devices; examines alternative assessment methodologies for individual and family intervention-based program development.

PSYC 8150 Behavioral Health Care Systems   3-1-**3**

Prerequisite: PSYC 7420 or permission of instructor. Also offered as SCHC 8150. Develops knowledge and skills concerning the behavioral health care of school aged youth with severe emotional disorders, including the conceptual, philosophical, operational, structural and procedural mechanisms commonly associated with system-level service coordination and delivery.

PSYC 8200   Child Psychopathology   3-0-**3**

Prerequisite: PSYC 7200. An intensive study of formal psychopathology classification systems of infants, children, and adolescents with emphasis on multivariate or empirical approaches, medical models, and an integration of both. The course is designed to familiarize students with evolving information such as criteria, co-morbidity rates, and differential issues accrued from the current Diagnostic and Statistical Manual, developmental psychopathology literature, and research related to public laws governing special education. Case studies will be used to illustrate diagnostic issues.

PSYC 8250   Developmental Psychology   3-0-**3**

Prerequisite: RSCH 7100 or PSYC 8000, and Advanced standing. The course is designed to acquaint the student with life span developmental problems, milestones, achievements, and social influences from a psychological perspective. Topics will include, but not be limited to, theory, research methods, biosocial influences, cognition, language, motivation, personality, and socialization processes.

PSYC 8350   Psychology Of Motivation   3-0-**3**

Prerequisite: Advanced standing. Behavioral, cognitive, and physiological bases of motivation in theory and application.

PSYC 8360   Human Resource Development   3-0-**3**

Prerequisite: Advanced standing. Development, administration, and evaluation of strategies and products utilized in the development of human resources in business, industrial, and educational settings.

PSYC 8370 Human Factors Psychology   3-0-**3**

Human learning, performance, and cognition in the context of human-machine and human-environment systems and interactions.

PSYC 8400 Special Topics In Applied Psychology   1-0-**1** to 3-0-**3**

Prerequisite: Approval of Instructor. Introduction to current advanced topics within the fields of applied psychology. Emphasis will be placed on specific content areas and applications.

PSYC 8500 Change and Change Measurement   3-0-**3**

Implementation and evaluation of personal and professional change. The course approaches change as a process rather than an event. Issues concerned with planning, implementing, and measuring change will be addressed.

PSYC 8600 Theories Of Learning   3-0-**3**

Prerequisite: Advanced standing. A survey of the major historical (and contemporary) theories of learning and the theorists' positions on typical issues of learning, teaching, and counseling.

PSYC 8610 Behavior Modification   3-0-**3**

Prerequisite: Advanced standing, and approval of instructor. The study of changes in human motivation, adjustment, and achievement as a function of the systematic application of principles derived from operant, respondent, and social learning theories. The student will be trained in defining, observing and recording behavior in various environments. Techniques of behavior therapy will be illustrated. Although there is an applied emphasis, a general knowledge of learning theory is recommended.

PSYC 8800 Legal And Ethical Issues In Psychology   3-0-**3**

Prerequisite: Admission to Graduate Program in Department and Advanced Standing. Review of legal and ethical dilemmas and decisions faced in psychological practice, including research, assessment, teaching, therapeutic intervention, consultation, and court testimony. Emphasis will be placed on a review of professional guidelines and the process of ethical decision-making.

PSYC 8891, PSYC 8892, PSYC 8893, PSYC 8894 School

Psychology Internship I, II, III, & IV   **1 hour each**

Prerequisite: Advanced standing in the Ed.S. Program in School Psychology.

PSYC 9050 Program Evaluation   3-0-**3**

Prerequisite: PADM 9040. Also offered as PADM 9050. Theories, research, and practice related to program evaluation in government and nonprofit organizations.

PSYC 8999 Thesis   3-0-**3**

Prerequisite: Admission to Graduate Program in Department, advanced standing, permission of advisor. Also offered as SCHC 8999.

PSYC 9710 Social Psychology in Educational Contexts   3-0-**3**

Prerequisite: Approval of Doctoral Program Coordinator. An intensive scientific study of how our thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. Various theoretical and applied approaches of social psychology will address the educational context.

READ: READING EDUCATION

READ 6020 Reading in the Content Areas   3-0-**3**

The simultaneous teaching of reading skills and course content. Emphasis is placed on preparing students for content area reading assignments, providing support during reading, and promoting higher level thinking. Motivating students to read widely and developing vocabulary, reading comprehension, and study skills will be dealt with in relation to the content areas.

READ 6030 Directed Study in Reading   3-0-**3**
    Prerequisite: Consent of the Department Head. An opportunity for intensive individual study in the student's field of specialization or an area of professional interest.

READ 7010 Diagnosis and Correction of Reading Difficulties   3-0-**3**
    Study of the nature and causes of reading difficulties, procedures for diagnosis, and methods and materials for corrective techniques in the classroom.

READ 7040 Emergent Literacy   3-0-**3**
    Examines current and historical perspectives of language and literacy development and current trends and issues in language and literacy instruction. Emphasis will be placed on the practical application of the theoretical knowledge base to thoughtful decision-making for teaching and assessment of the language and literacy development of children in grades P-3.

READ 7070 Balanced Reading   3-0-**3**
    Implementation of balanced reading instruction in classrooms. A rationale will be presented for using a balanced approach to teach reading. The components of a balanced approach will be studied, and students will be required to implement these components in their classrooms.

READ 7100 Trends and Issues in Reading   2-0-**2** to 3-0-**3**
    A review of current issues and trends in literacy education. Emphasis in on the principal viewpoints on these issues, including opposing points of view.

READ 7110 Research and Theory in Reading   3-0-**3**
    A review of the major research and theories in reading. Reading research findings will be applied to classroom instruction.

READ 7120 Word Identification, Vocabulary, and Spelling Instruction   3-0-**3**
    A review of research and instructional practices in word identification, vocabulary, and spelling. Research findings will be applied to classroom instruction.

READ 7130 Comprehension and Study Strategy Instruction   3-0-**3**
    A review of research related to comprehension and study strategies. Research findings will be applied to classroom instruction.

READ 7140 Methods of Teaching Writing   3-0-**3**
    Methods of instructing students to write in the narrative, poetic, expository, and persuasive modes. Emphasis is placed on appropriate strategies of using the writing process; addressing the issues of form, function, and audience; employing writing as a tool to integrate curriculum; using technology appropriately to enhance writing; and assessing writing through multiple approaches.

READ 7150 Issues in Using Literature in the Classroom   3-0-**3**
    An in-depth study of issues in using classic and contemporary literature in P-12 and adult literacy settings. Emphasis will be on using trade books to foster literacy development.

READ 7160 Practicum in Diagnosing Reading Difficulties   2-2-**3**
    Corequisite: READ 7170. Students will study the nature and causes of reading difficulties, develop and conduct diagnostic assessments, interpret the results of the assessments, and plan instructional programs to address the learning needs of children. Students will diagnose the reading difficulties of children in the reading lab.

READ 7170 Practicum in Correcting Reading Difficulties   2-2-**3**
    Corequisite: READ 7160. Students will apply their knowledge of the reading process to correct reading difficulties. They will develop and implement instructional programs to address the learning needs of children in the reading lab.

READ 7180 Organizing and Supervising School Reading Programs   3-0-**3**
    Principles of organizing and supervising school reading programs will be reviewed. Special emphasis will be given to identifying characteristics of programs that maximize student achievement across diverse populations.

RSCH: RESEARCH

RSCH 7100 Research Methodology in Education   3-0-**3**
This course provides a study of methods used to conduct educational and educationally-related research and includes critical analysis of selected research articles and research design. Emphasized is the ability to use research and research methods to improve practices in educational and educationally-related settings.

RSCH 8000 Advanced Research Methodology   3-0-**3**
This course provides a study of quantitative and qualitative methods used to conduct educational and educationally related research, with a focus on the application of appropriate research models to the critique of published research and the preparation of research reports. Emphasized is the ability to use research and research methods in the development and completion of a research project in educational and educationally related settings.

RSCH 8730 Mixed Methodologies   3-0-**3**
Prerequisite: RSCH 8000. This course provides an in-depth examination of quantitative and qualitative research methodologies and statistical analyses pertinent to educational and educationally related settings. A focus is placed on the application of field research methods to educational and educationally related settings.

RSCH 9800 Educational Survey, Needs Assessment, and Program Evaluation   3-0-**3**
Prerequisite: RSCH 9820, RSCH 9840, RSCH 9860. Provided is a simulation and field practice in developing and implementing evaluations of educational personnel and programs and educational surveys and needs assessments.

RSCH 9820 Qualitative Research Methods in Education   3-0-**3**
Study and application of qualitative research methodology in educational settings.

RSCH 9840 Quantitative Research Methods in Education   3-0-**3**
Study and application of quantitative research methodology in educational settings.

RSCH 9860 Advanced Mixed Methodologies   3-0-**3**
Prerequisite: RSCH 9820, RSCH 9840. Examined will be the application of advanced qualitative and quantitative research methodologies in educational settings.

RSCH 9870 Dissertation Topic Conceptualization   3-0-**3**
Prerequisite: RSCH 9800, RSCH 9820, RSCH 9840, RSCH 9860. Research seminar for the development of the doctoral dissertation topic.

RSCH 9880 Meta-Analysis Techniques in Educational Research   3-0-**3**
Prerequisite: RSCH 9820, RSCH 9840, RSCH 9860. The theoretical and meta-analytical literature review techniques used in educational research are the focus of this course.

RSCH 9999 Dissertation in Educational Leadership   **1 to 3 hours credit**
Prerequisite: LEAD 9870. Investigation and completion of a field-based project on an educational leadership or educational leadership-related issue. Development and defense of the dissertation proposal and the dissertation. Must be taken each fall and spring semester until the dissertation is completed. The number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed.

SCHC: SCHOOL COUNSELING

SCHC 6900 Issues And Trends In School Counseling   1-0-**1** to 3-0-**3**
Prerequisite: Approval of advisor and instructor. A varied offering of contemporary topics related to School Counseling.

SCHC 7010 Comprehensive Developmental School Counseling   3-0-**3**

Development of school counseling programs that establish the school counseling program as an integral component of the academic mission of the school, ensure equitable access to school counseling for all students, identify the knowledge and skills that all students should acquire as a result of P-12 school counseling programs, and ensure that the comprehensive school counseling program is delivered in a systematic fashion to all students.

SCHS 7120 Academic and Behavioral Assessment   4-1-**4**

Prerequisites: **A previous graduate assessment course and permission of instructor. Also offered as PSYC 7120.** Advanced intensive study of the administration and interpretation of individual academic and behavioral assessment instruments with attention to multimethod, multisource, and multisetting methodologies; emphasis on the measurement of change within individuals and system levels of intervention.

SCHC 7400 Counseling Theory And Practice   3-0-**3**

Also offered as: PSYC 7400. Prerequisite: Admission to Graduate Program in Department. Introduction to major theoretical approaches to counseling and psychotherapy. Theories of personality and the causes of mental illness and emotional distress will be reviewed as frameworks for intervention. Specific case examples will illustrate applications of theory to professional practice.

SCHC 7420 Counseling Children and Adolescents   **3-0-3**

Also offered as PSYC 7420. Prerequisite: SCHC 7400. Theories, methods, and techniques of psychotherapy with children. Emphasis will be placed on a multidimensional view of intervention with children, giving attention to developmental, cognitive, behavioral, affective, organic, educational, social, and environmental issues.

SCHC 7450 Group Counseling   3-0-**3**

Also offered as PSYC 7450. Prerequisite: SCHC 7400. Group dynamics and their importance in the counseling process and counseling outcome are studied. Emphasis is given to the application of various counseling and psychotherapeutic approaches within the group setting.

SCHC 7470 Counseling Culturally Diverse Populations   3-0-**3**

Also offered as PSYC 7470. Prerequisite SCHC 7400. Survey of the cultural context of relationships, issues, and trends in a multicultural and diverse society. Emphasis placed on a knowledge base related to theory, techniques and skills utilized in working with culturally diverse populations.

SCHC 7800 Orientation to Counseling as a Profession   2-0-**2**

Principles, purposes, historic events, issues and trends, societal-legal-ethical issues, and professional identity are studied. Role and function of counselors in diverse settings are identified.

SCHC 7820 Career Counseling   3-1-**3**

Also offered as PSYC 7820. An introduction to the theories of career choice and to human development processes which influence career choice. Emphasis is placed on the nature and use of educational and occupational information in assisting individuals to explore the world of work and develop meaningful career plans. The course includes lab experiences consisting of administering scoring and interpreting career inventories. Students also learn about computer assisted career development including the Georgia Career Information System. Open as an elective to all graduate majors.

SCHS 7830 Consultation and Advocacy in School Counseling   3-0-**3**

Prerequisite 7010. Emphasis is placed on skills and competencies in the areas of consultation and advocacy that allow the student to function effectively as a consultant in the school system and as an advocate for all students.

SCHC 7870 Student Personnel Service in Higher Education   3-0-**3**
> Development and organization of student personnel services in institutions of higher learn-
> ing. The emphasis of the course is upon the philosophy, methods and techniques used in
> their operation.

SCHC 7900 Pre-Practicum   3-0-**3**
> **Prerequisite: SCHC 7400** Advanced course in counseling and psychotherapeutic ap-
> proaches emphasizing skill development. Extensive role playing in dyads and groups will be
> critiqued. Basic attending, empathy, and relationship skills will be emphasized as well as
> specific techniques such as desensitization, contracting, and role reversal.

SCHC 7981 School Counseling Practicum I   3-0-**3**
> **Prerequisite: PSYC 7900.**

SCHC 7982 School Counseling Practicum II   3-0-**3**
> **Prerequisite: PSYC 7900.**

SCHC 7991 School Counseling Internship I   3-0-**3**
> **Prerequisite: SCHC 7981 and Graduate Standing.**

SCHC 7992 School Counseling Internship II   3-0-**3**
> **Prerequisite: SCHC 7981 and Graduate Standing.**

SCHC 7993 School Counseling Internship III   3-0-**3**
> **Prerequisite: SCHC 7981 and Graduate Standing.**

SCHC 8150 Behavioral Health Care Systems   3-1-**3**
> **Prerequisite: PSYC 7420 or permission of instructor. Also offered as PSYC 8150.**
> Develops knowledge and skills concerning the behavioral health care of school aged youth
> with severe emotional disorders, including the conceptual, philosophical, operational, struc-
> tural and procedural mechanisms commonly associated with system-level service coordination
> and delivery.

SCHC 8400 Special Topics In Applied Psychology   1-0-**1** to 3-0-**3**
> **Prerequisite: Admission to Ed.S. School Counseling and Approval of Instructor.** In-
> troduction to current advanced topics within the field of applied psychology. Emphasis will
> be placed on specific content areas and applications.

SCHC 8891 School Counseling Practicum I   3-0-**3**
> **Prerequisite: Admission to Ed.S. School Counseling Program.**

SCHC 8892 School Counseling Practicum II   3-0-**3**
> **Prerequisite: Admission to Ed.S. School Counseling Program.**

SCHC 8999 Thesis   3-0-**3**
> **Prerequisite: Admission to Graduate Program in Department, advanced standing,
> permission of advisor. Also offered as PSYC 8999.**

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

SEAC: SPECIAL EDUCATION ADAPTED CURRICULUM

SEAC 5050 Assistive Technology   **2-0-2**

A study of various applications of technology for young children with disabilities that support inclusive services. Topics to be addressed include assistive technology assessment of young children with disabilities, selection and use of a variety of forms of assistive technology, and methods of securing funding for assistive technology.

SEAC 5140 Collaborative Roles in Education   **3-0-3**

A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SEAC 5190 Physical and Health Management of Students with Disabilities   **3-0-3**

A study of physical and health management procedures necessary for individuals with disabilities. Course content addresses knowledge of roles and responsibilities of the educational team in meeting the physical and health needs of individuals with disabilities. Emphasis is placed on developing an understanding of the role of the teacher in meeting the needs of children with physical and health management needs as well as working with other professionals (e.g., nurses, physical therapists) in assuring that those needs are met.

SEAC 5500 Characteristics of Students with Low Incidence Disabilities   **3-0-3**

A study of current and future historical, philosophical, social, legal, medical, and educational perspectives of students with low incidence disabilities. The identification, classification, and unique characteristics of these individuals are included.

SEAC 5510 Curriculum Design for Students with Low Incidence Disabilities   **3-0-3**

Curriculum approaches and strategies to design, implement, and monitor functional and age-appropriate programs for children and youth with low incidence disabilities in both school and community-based settings.

SEAC 5520 Assessment of Students with Low Incidence Disabilities   **3 hours credit**

Coursework and field experience in assessment techniques for students with low incidence disabilities. Required activities include exposure to and experience with informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress. The course requires 40 contact hours.

SEAC 5530 Systematic Instruction for Students with Low Incidence Disabilities   **3-0-3**

Strategies and methods to facilitate the acquisition, generalization, and maintenance of skills for children and youth with low incidence disabilities in both school and community-based settings. This course will focus on evidence-based methods of systematic instruction.

SEAC 5540 Positive Behavior Support   **3-0-3**

Study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with low incidence disabilities. Course content focuses on the development of behavioral support strategies derived from functional assessments.

**SEAC 5550 Communication Strategies for Students
with Low Incidence Disabilities**   **3-0-3**

Strategies and methods to facilitate acquisition, generalization, and maintenance of functional language and communication skills for children and youth with severe disabilities in both school and community-based settings. Course content includes methods for identifying and implementing augmentative and alternative communication systems.

SEAC 6010 Integrated Instruction: Individualized Education Program   3-0-3
The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Plan development and program planning that incorporates student access to the general education curriculum are components of this course.

SEAC 6100 Reading and Applying Research in Special Education   3-0-3
Study and application of fundamental characteristics of quality research across a number of methodologies in special education. Emphasis is placed on students' development of an evidence-based research proposal to be implemented in the capstone course (SEGC 6110) that has the potential to impact programs or practices that affect students.

SEAC 6110 Professional Capstone Course   3-0-3
Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 student learning.

SEEC: SPECIAL EDUCATION/EARLY CHILDHOOD EDUCATION

SEEC 5050 Assistive Technology   2-0-2
A study of various applications of technology for young children with disabilities that support inclusive services. Topics to be addressed include assistive technology assessment of young children with disabilities, selection and use of a variety of forms of assistive technology, and methods of securing funding for assistive technology.

SEEC 5120 Issues and Trends for Identification and Special Delivery to All Young Children   3-0-3
A study of critical issues and trends in inclusive early childhood education. Topics addressed include developmentally appropriate practices, assessment practices, service delivery, and program evaluation.

SEEC 5170 Methods of Teaching All Preschool Children   2-2-3
A thorough study of the philosophical and practical base of effective, developmentally appropriate, inclusive programs for children ages birth to five. Topics include programmatic assessment, curricular and program development and implementation (incorporating IFSP/ IEP development), family participation, and progress monitoring.

SEGC: SPECIAL EDUCATION GENERAL CURRICULUM

SEGC 5140 Collaborative Roles in Education   3-0-3
A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SEGC 6000 Integration and Management of Instruction in the Classroom   3-0-3
Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

SEGC 6010 Integrated Instruction: Individualized Education Program   3-0-3
The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Plan development and program planning that incorporates student access to the general education curriculum are components of this course.

SEGC 6020   Integrated Instruction: Assessment and Learning   **3-0-3**

Formal assessment, processes, and classroom assessments techniques unique to evaluating the developmental level and potential achievement of children with exceptionalities. Emphasis is on sthe use of the4se tools in planning and selecting curricular programs and activities.

SEGC 6030 Integrated Instruction: Evidence-based Methods and Strategies   **3-0-3**

Research-based instructional strategies for enhancing the ability of students with mild disabilities to acquire, retain, and demonstrate academic and social competence across academic and social content areas as addressed in the general school curriculum.

SEGC 6040   Technological Support Planning for Children
and Youth with Disabilities   **3-0-3**

An introduction to computers and related hardware and software as they related to the individualized education program and needs of individuals who require intermittent or limited support. The course emphasizes classroom applications and technology in support of the needs of students with disabilities.

SEGC 6100   Reading and Applying Research in Special Education   **3-0-3**

Study and application of fundamental characteristics of quality research across a number of methodologies in special education. Emphasis is placed on students' development of an evidence-based research proposal to be implemented in the capstone course (SEGC 6110) that has the potential to impact programs or practices that affect students.

SEGC 6110   Professional Capstone Course   **3-0-3**

Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 student learning.

SEED: SECONDARY EDUCATION

SEED 7900 Special Topics in Secondary Education   1-0-**1** to 3-0-**3**

In depth study of specific contemporary issues in secondary education. Course may be repeated under different topics.

SEED 8900 Special Topics in Secondary Education.   1-0-**1** to 3-0-**3**

Advanced study of contemporary issues in secondary education. Course may be repeated under different topics.

SEED 8999   Thesis   3-0-**3**

Prerequisite: SEED 8980 and consent of Department. Graded "Satisfactory" or "Unsatisfactory." The data collection, analysis, and reporting phase of the Education Specialist research project. May be repeated.

SOCI: SOCIOLOGY

SOCI 6000   Sociology of Mental Health   3-0-**3**

Introduces students to the history and causes of mental illness as well as the language of the Diagnostic and Statistical Manual. The relationship between mental illness and the major sociological variables, such as social class, race, gender, age, and marital status will be analyzed. Students will evaluate mental illness from the institutional and client points of view.

SOCI 6200   Sociology of Organizations   3-0-**3**

Prerequisites: Admission to the program. A sociological analysis of complex organizations. Course foci include theories and concepts in such areas as bureaucracy, power, authority, and organizational culture.

SOCI 6300   Seminar in Classical Sociological Theory   3-0-**3**

An intensive study of classical sociological theory. Will begin with the intellectual precursors to sociology and then analyze primary works of the major theorists as well as secondary sources.

SOCI 6700 Family Sociology   3-0-**3**

Also offered as MFTH 6700. The social context of contemporary issues facing families. Includes family history, cross-cultural issues, and research and theory regarding changing gender roles, family violence and abuse, divorce, single parenting, work families, sexual orientation, non-traditional families, and other relevant issues.

SOCI 7011 Sociology in Applied Settings   3-0-**3**

Prerequisite: Admission to the program or permission of the instructor. Exploration of the use of sociology on both the micro and macro levels. Special emphasis is placed on the use of sociological theory and methods to work with clients, organizations, and communities as well as the ethical concerns raised by working with people.

SOCI 7012 Sociological Theory   3-0-**3**

Prerequisite: Successful completion of an undergraduate sociological theory course or permission of the instructor. An analysis of contemporary sociological theory. The emphasis is on the relationship between theory and research, micro, meso, and macro linkages as well as the application of theory to understanding social problems and social policy.

SOCI 7021 Statistical Applications in Sociology   2-2-**3**

Prerequisite: Successful completion of an undergraduate statistics course or permission of the instructor. Evaluation of social statistics and data management for applied research problems. Students will use computers to build data files, explore archival datasets, and prepare written analyses of research problems. Students will gain skills in determining which statistics to use for particular research problems and designs, which statistics provide the most practical means for reading and interpreting data, and what computer software is available to facilitate data analysis in sociology.

SOCI 7022 Research Methods   2-2-**3**

Prerequisite: Successful completion of an undergraduate statistics course and the successful completion of an undergraduate social science research course. Survey of qualitative and quantitative methodologies in the discipline of sociology. Students will develop skills by hands-on data analysis when appropriate.

SOCI 7050 Class, Gender, and Ethnic Issues in Applied Settings   3-0-**3**

An in-depth study of the sensitivities needed by sociology students and other social science practitioners to the issues of social class, gender, and ethnicity. A multicultural perspective is to be developed by each student.

SOCI 7100 Issues in Applied Sociology   3-0-**3**

Intense study of issues that occur in applied settings, such as power, authority, leadership, social stratification, etc. May be repeated no more than five times for credit, though only three of which may count toward the degree.

SOCI 7500 Development in the Family System   3-0-**3**

Also offered as MFTH 7500. Application of the developmental approach to the study of the family and the individual, with an emphasis on the family life cycle. Each of the states of family development from courtship to the death of the last mate will be examined.

SOCI 7800 Sociological Practice   3-0-**3**

Prerequisite: Successful completion of comprehensive examination for the M.S. degree in Sociology. **Graded "Satisfactory" or "Unsatisfactory." Taken twice for credit. Field placement site must be approved by the course instructor.** Students will integrate sociological knowledge and practical experience during their placement in a field setting. Major integrative paper is required.

SOCI 8010 Sociology of Education 3-0-**3**
A study of education as a social institution with an emphasis on an analysis of theory and research relating social factors to academic performance and attitudes.

SOCI 9010 Sociological Analysis of Education 3-0-**3**
A sociological analysis of education as a social institution and as setting for social interaction, to include such topics such as social stratification, gender, ethnicity, race, social organization, social change, cultural diversity, group dynamics, religion, and leadership. Case studies will be used to emphasize the relationship between sociological theory and educational practices.

SOCI 9070 Culture of Formal Work Organizations **3-0-3**
Also offered as PADM 9070. The study of organizational culture and methods of changing culture in public and nonprofit organizations. The impact of culture on organizational behavior will be discussed.

SOWK: SOCIAL WORK

SOWK 6000 Orientation to Advanced Generalist Practice 2-0-**2**
Prerequisite: Admission to the program with advanced standing status. An overview of social work principles and skills. This is a transition course to orient students who already have a B.S.W. degree to the graduate degree perspective. This course is for advanced standing students only.

SOWK 6004 Social Work Practice with Groups 2-0-**2**
Prerequisite: Admission to the program. Introduction to knowledge, skills, and values that underlie contemporary social work practice with various types of groups and group dynamics.

SOWK 6100 Introduction to Professional Social Work Education 1-0-**1**
Prerequisite: Admission to the program. Orientation to graduate social work education.

SOWK 6201 Human Behavior in the Social Environment I 3-0-**3**
Prerequisite: Admission to the program. Presents a multi-theory perspective on human behavior of individuals and families across the life span within the context of the social environment.

SOWK 6202 Human Behavior in the Social Environment II 3-0-**3**
Prerequisite SOWK 6201 and admission to the program. Presents a multi-theory perspective on human behavior of groups, organizations and communities within the context of the social environment.

SOWK 6301 Generalist Practice I Individuals and Families 3-0-**3**
Prerequisite: Admission to the program. CorequisiteSOWK 6303. An introduction to knowledge of the problem-solving approach used in generalist practice with individuals and families within the ecological systems framework.

SOWK 6302 Generalist Practice II Organizations and Communities 3-0-**3**
Prerequisite SOWK 6301 and admission to the program. The second course in the foundation practice sequence which presents knowledge of the problem-solving approach with work groups, organizations and communities within the Ecological Systems Framework.

SOWK 6303 Practice Skills Lab 0-2-**1**
Prerequisite: Admission to the program. Corequisite: SOWK 6301. Laboratory for practice of social work interviewing skills.

SOWK 6400 Social Welfare Policy, Problems, and Services 3-0-**3**
  Prerequisite: Admission to the program. History of the social work profession and current patterns of the provision of social services. Policy formulation process, policy analysis and change.

SOWK 6500 Research and Evaluation Methods in Social Work 3-0-**3**
  Prerequisite: Admission to the program. Principles, methodologies, technologies and statistical approaches of human service research are introduced. Beginning capabilities in evaluation of social work practice and skill development regarding use of published research are emphasized.

SOWK 6600 Practicum I 0-6-**3**
  Prerequisite: Admission to the program. Corequisite: SOWK 6610. First semester of supervised practice for the integration of classroom learning in field settings.

SOWK 6610 Practicum Seminar I 0-1-**1**
  Prerequisite: Admission to the program. Corequisite: SOWK 6600. Seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.

SOWK 6700 Practicum II 0-6-**3**
  Prerequisites: SOWK 6600, SOWK 6610, and admission to the program. Corequisite: SOWK 6710. Second semester of supervised practice for the integration of classroom learning in field settings.

SOWK 6710 Practicum Seminar II 0-1-**1**
  Prerequisites: SOWK 6600, SOWK 6610, and admission to the program. Corequisite: SOWK 6700. Second semester of seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.

SOWK 7000 Independent Study in Social Work 3-0-**3**
  Prerequisite: Must have permission of Division Head. Independent study in social work.

SOWK 7300 Advanced Practice in Rural Areas I Individuals 3-0-**3**
  Prerequisite: Admission to the program. Corequisite: SOWK 7310. Provides students with practice models compatible with the ecological systems perspectives and with skills for working with individuals in the rural community.

SOWK 7310 Advanced Practice in Rural Areas II Families 3-0-**3**
  Prerequisite: Admission to the program. Corequisite: SOWK 7300. Advanced seminar which provides theories compatible with the ecological systems perspective in relation to multi-level work with families at different levels of functioning and of diverse forms.

SOWK 7320 Advanced Practice in Organizations and Communities 3-0-**3**
  Prerequisites: SOWK 7300 and SOWK 7310 and admission to the program. Provides applications of service management and planning principles and skills essential for social work planners, administrators, supervisors, and program developers.

SOWK 7400 Policy in Rural Areas 3-0-**3**
  Prerequisite: Admission to the program. A continuation of SOWK 6400 that focuses on social welfare policies in rural areas and small communities.

SOWK 7500 Advanced Research and Program Evaluation 3-0-**3**
  Prerequisite: Admission to the program. Emphasizes the integration of research and advanced generalist social work through evaluation of practice and program evaluation. Advanced statistical concepts are applied to direct practice and five types of program evaluation.

SOWK 7611 Advanced Social Work Practicum I 0-8-**4**
  Prerequisite: Admission to the program. The first of two concentration practica designed to prepare students for advanced generalist social work practice in rural settings.

SOWK 7612 Advanced Social Work Practicum II   0-8-**4**
    Prerequisites: SOWK 7611 and admission to the program. The second of two concentration practica designed to prepare students for advanced generalist social work practice in rural settings.

SOWK 7630 Professional Seminar   2-0-**2**
    Prerequisite: Admission to the program. A seminar to facilitate and structure students' transition from graduate school to post-graduation social work practice.

SOWK 7700 Social Work with Older Adults   3-0-**3**
    Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Study of aging from a bio-psycho-social perspective within the context of culture and values with an emphasis on healthy aging in rural communities.

SOWK 7750 Social Work in Child and Family Settings   2-0-**2**
    Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Policy and practice issues are examined in the context of multiple child and family settings. Issues include: abuse reporting, parental rights, delinquency, child custody, support, and divorce.

SOWK 7800 Social Work Practice in Health Settings   2-0-**2**
    Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Prepares students for advanced rural practice across a variety of traditional and emerging inpatient and outpatient health care delivery systems.

SOWK 7810 Psychopathology and Assessment for Non-Medical Helpers   3-0-**3**
    Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Includes information on theories within the bio-psycho-social paradigm or on causality of disorders/conditions and the use of the DSM-IV.

SOWK 7820 Issues in Substance Abuse   3-0-**3**
    Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Alcohol and substance abuse issues are examined from the perspective of their individual and cultural impact. Strategies for prevention and treatment are introduced with an emphasis on bio-psycho-social approaches.

SOWK 7830 Social Work Practice in Mental Health   2-0-**2**
    Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. An advanced seminar on mental health service delivery– past, present and future– in rural environments.

SOWK 7840 Seminar on Loss and Bereavement   3-0-**3**
    Prerequisite: Graduate status or permission of the director. A seminar focused on a multidisciplinary perspective for helping clients deal with significant losses, using practical interventions at the individual and family level.

SOWK 7850 Social Work Practice in Schools   2-0-**2**
    Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Focuses on the issues and laws related to social work practice in the school. Issues related to rural schools are presented.

SOWK 7860 Grant Writing in Human Services   3-0-**3**
    Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Provides knowledge, skills, and process of grant writing with an emphasis on human services in rural communities.

SOWK 7870 Social Work Practice with Abusing and Neglecting Families   3-0-**3**
    Prerequisite Concentration Status for SOWK students or permission of department head for other graduate students. An advanced seminar in social work practice with abusing and neglecting families. Content includes current knowledge about causes, dynamics, and interventions related to neglect and abuse of children, elders, spouses and rape victims.

SOWK 7880 Social Work Practice in Forensics   3-0-**3**

Forensic issues for social work practitioners, focusing on assessment skills, career opportunities, interviewing techniques, and preparation for court testimony.

SOWK 7890 Spirituality in Social Work Practice   3-0-**3**

A framework of knowledge, values, skills, and experiences for spiritually sensitive social work practice and subsequent social justice ramifications.

SPAN: SPANISH

SPAN 6010 Advanced Grammar   3-0-**3**

Advanced study of the structure of the Spanish language, with emphasis on practical composition and refinement of written expression.

SPAN 6020 Advanced Conversation   3-0-**3**

Intensive approach to spoken Spanish based on contemporary themes.

SPAN 6110 Spanish Phonetics and Phonology   3-0-**3**

Study of the phonetics and phonemics of the Spanish sound system, including but not limited to phonological analysis and transcription. Emphasis is placed on the study of those sounds found in the dialects of what has been traditionally labelled American Spanish (Mexico, Central America, and the South American highlands); however, important dialectal variations, such as those found in Caribbean and peninsular Spanish, will also be presented.

SPAN 6210 Survey of Contemporary Hispanic Theater   3-0-**3**

Critical consideration of the major canonical and non-canonical dramatic works in Spain and Latin America from the 1930's to the present. Readings include, from among others, the works of García Lorca, Arlt, Buero Vallejo, Usigli, Villarutia, Marqués, Gambaro, Berman, and Pedrero. Some study of the genre of theater and dramatic movements, such as Theater of the Absurd, will also be included.

SPAN 6220 Hispanic Women Writers   3-0-**3**

Exploration of the way in which Hispanic women writers have created voices and identities through a variety of textual strategies. A study of the development of feminist discourse through these works will also be covered. Readings may include works from Sor Juana Inés de la Cruz, Isabel Allende, Julia de Burgos, Luisa Valenzuela, Angeles Maestretta, Rosario Castellanos, Mercé Rodoreda, Ester Tusquets, Santa Teresa de Avila, Ana María Matute, Carmen Martín Gaite, and Rosa Montero.

SPAN 6250 Twentieth-Century Spanish Literature   3-0-**3**

Study of the genres, movements and writers most representative of the literature of Spain during the twentieth century. The course begins with the writers of the Generation of '98, continues with selected works in fiction, drama, and poetry of the years prior to and immediately following the Civil War, and concludes with examples of the literature of Spain in the last decades of the twentieth-century.

SPAN 6260 Latin American Prose: Twentieth-Century Novel   3-0-**3**

Study of selected Latin American novels which reflect the major trends in the development of the genre during the twentieth century.

SPAN 6270 Latin American Prose: Twentieth-Century Short Story   3-0-**3**

Study of selected Latin American short stories which reflect the major trends in the development of the genre during the twentieth century.

SPAN 6300 Hispanic Caribbean Literature   3-0-**3**

Study of the identity of the Hispanic Caribbean, drawing from literary texts of Puerto Rico, the Dominican Republic, and Cuba, in order to develop a greater understanding of the history, economics, sociology, culture, and literature of the region.

SPAN 6400 Chicano and U.S. Latino Writers   3-0-**3**

Study of selected works written by Chicano and U.S. Latino authors that are representative of the bicultural/bilingual culture for which they speak. Emphasis is placed on literary and cultural studies with some study and application of literary criticism.

SPAN 6900 Special Topics   3-0-**3**

Special topics in Spanish language or Hispanic literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.

SPAN 6950 Directed Study   1-0-**1** to 3-0-**3**

Study in area or topic of Spanish language or Hispanic literature, civilization, or culture not normally found in established courses offered by the department. Students may also study more extensively an area or topic covered by the departmental curriculum. May be repeated up to a maximum of 3 hours if topics are different.

SPAN 6970 Study Abroad Practicum   1-0-**1**

Orientation to the study abroad experience. Pre-departure sessions will focus on preparing the student to achieve the maximum learning potential from his/her stay in the selected site. Assigned readings and videos and regular discussion with the supervising instructor will familiarize the student with significant cultural practices that may differ from those of U.S. society and with geographical and historical features of the region as well as prepare him/her to function in the daily life of the community. A series of activities will be designed for the student to complete during the study abroad stay, and upon his/her return, the student will make at least six presentations related to the study abroad experience to university Spanish classes, elementary, middle or high school classes, or community organizations. The course is a requirement for all Spanish graduate students who participate in a study abroad program. Credit for the course is in addition to other credit earned through the study abroad program.

SPAN 7011 Don Quijote, Part I   3-0-**3**

Study of the first volume, published in 1605, of Miguel de Cervantes' *Don Quijote*.

SPAN 7012 Don Quijote, Part II   3-0-**3**

Study of the second volume, published in 1615, of Miguel de Cervantes' *Don Quijote*.

SPAN 7050 Generation of 1898   3-0-**3**

Study of representative works of authors of the Generation of '98, including Miguel de Unamuno, Antonio Machado, Ramón María del Valle-Inclán, Pío Baroja, and Azorín.

SPAN 7100 Poetry and Theater of Federico García Lorca   3-0-**3**

Study of the major works of Federico García Lorca.

SPAN 7200 Novels of Gabriel García Márquez   3-0-**3**

Study of the major novels of Gabriel García Márquez, their precursors, and their influence on the development of the Latin American narrative.

SPAN 7300 Short Stories and Poetry of Jorge Luis Borges   3-0-**3**

Study of representative works from the short stories and poetry of Jorge Luis Borges.

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.

SPEC: SPECIAL EDUCATION

SPEC 5000 Individualized/Independent Study   1-0-**1** to 3-0-**3**
Study directed by faculty designed to meet identified, individual needs of students.

**SPEC 5010 Student Teaching: Mild Disabilities or Mental Retardation
or Early Childhood Special Education or Deaf/Hard-of-Hearing**   0-20-**5**
Prerequisite: Consent of the departmental Student Teaching Committee. Corequisite: SPEC 5020. University-supervised placement in public school programs for students K-12 with mild disabilities or mental retardation or in Early Childhood Special Education programs. The student teacher will assess students, plan and write instructional interventions, deliver instruction, monitor and document student progress, and assume all other classroom duties of the mentoring teacher(s). A minimum of 20 contact hours per week is required in the school for the entire semester. May be taken multiple times. Ten credit hours are required in one of the above areas for certification/licensure recommendation. **NOTE:** A student who receives a grade of Unsatisfactory (U) for student teaching may apply for student teaching only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach the second time. Any student who receives a second grade of "U" for student teaching will be permanently dismissed from all teacher education programs in the College of Education and will not be recommended for teacher certifications by Valdosta State University.

SPEC 5020 Student Teaching Seminar: Mild Disabilities or Mental Retardation or Early Childhood Special Education or Deaf/Hard-of-Hearing   1-0-**1**
Prerequisite: Consent of the departmental Student Teaching Committee. Corequisite: SPEC 5010. A forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices. Topics include direct intervention issues, advocacy, collaboration, diversity, and any others that arise during student teaching. May be taken multiple times. Two hours are required in one of the areas for certification/licensure recommendation.

SPEC 5030 Single Subject Research in Special Education (Responsive Teaching) 3-0-**3**
Application of single subject research methodology in classroom settings with students who have disabilities. Focus is on acquisition of skills necessary to allow a functional relationship to be established between teaching practices and changes in pupil behavior.

SPEC 5090 Community-based Instruction   2-0-**2**
A study of the theoretical and practical interventions used to effectively teach students who require extensive and/or pervasive supports to acquire and perform chronologically age-appropriate and functional skills and behaviors in community environments.

SPEC 5100 Nonaversive Behavior Management   3-0-**3**
A study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with disabilities. This approach focuses on understanding functional assessments, developing and implementing individualized nonaversive behavior support plans.

SPEC 5140 Collaborative Roles in Education   3-0-**3**
A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SPEC 5150 Introduction to Early Childhood Special Education   2-2-**3**
A study of the history and rationale for services to infants, toddlers, and preschool children at risk for or with developmental disabilities and their families. The student will be introduced to typical and atypical child development, service delivery options and key components of family guided community based practices.

SPEC 5160 Serving the Young Child with Low Incidence Disabilities   3-0-**3**

Prerequisite: SPEC 5150. An overview of young children with low incidence disabilities (e.g. deaf-blindness, severe multiple disabilities), their unique service delivery needs, behavioral and instructional supports, and coordination of services. Trends and recommended practices will be discussed.

SPEC 5170 Linking Assessment to Service Delivery   3-2-**4**

Prerequisites: SPEC 5150, COMD 5060. A thorough study of the philosophical and practical base of effective assessment and intervention for young children with disabilities. Topics include eligibility evaluation, programmatic assessment, IFSP/IEP development, intervention planning and implementation in various service delivery settings, family participation, and progress monitoring.

SPEC 5190 Physical and Health Management of Students with Disabilities   3-0-**3**

A study of physical and health management procedures necessary for individuals with disabilities. Course content addresses knowledge of roles and responsibilities of the educational team in meeting the physical and health needs of individuals with disabilities. Emphasis is placed on developing an understanding of the role of the teacher in meeting the needs of children with physical and health management needs as well as working with other professionals (e.g., nurses, physical therapists) in assuring that those needs are met.

SPEC 5200 Practicum in Mental Retardation   3-0-**3**

Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of "B" or better in SPEC 5030, 5100, and 5120. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5210 Practicum in Mild Disabilities   3-0-**3**

Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of "B" or better in SPEC 5120, 5140, 7610, and 7630. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5220 Practicum in Early Childhood/Special Education   3-0-**3**

A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5230 Field Experience Lab   0-2-**1**

Field experience for application of instructional methods for students with disabilities. Students will apply concepts from the methods courses to assess, select, and use of a variety of evidence based instructional methods.

SPEC 5260 Characteristics of Students with Physical and Health Disabilities   3-0-**3**

A study of physical, learning and behavioral characteristics of students with a variety of physical disabilities. Course content addresses knowledge of the etiology, treatment, prognosis, course, and educational implications of neuromotor impairments, degenerative diseases, orthopedic and muscoloskeletal disorders, and health impairments.

SPEC 5270 Strategies for Teaching Individuals with Physical
and Health Disabilities   3-0-**3**

A study of methods for teaching people with physical and other health impairments, including assessment, instruction, organization and curriculum design, communication intervention, literacy, assistive technology, and collaboration with parents, paraprofessionals, and other professionals.

SPEC 5280 Practicum in Physical Disabilities   3-0-**3**

Prerequisite: Grades of "B" or better in SPEC 5190, SPEC 5260, and SPEC 5270. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5500 Characteristics of Students with Low Incidence Disabilities   3-0-**3**

A study of current and future historical, philosophical, social, legal, medical, and educational perspectives of students with low incidence disabilities. The identification, classification, and unique characteristics of these individuals are included.

SPEC 5510 Curriculum Design for Students with Low Incidence Disabilities   3-0-**3**

Curriculum approaches and strategies to design, implement, and monitor functional and age-appropriate programs for children and youth with low incidence disabilities in both school and community-based settings.

SPEC 5520 Assessment of Students with Low Incidence Disabilities   **3 hours credit**

Coursework and field experience in assessment techniques for students with low incidence disabilities. Required activities include exposure to and experience with informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress. The course requires 40 contact hours.

SPEC 5530 Systematic Instruction for Students with Low Incidence Disabilities   3-0-**3**

Strategies and methods to facilitate the acquisition, generalization, and maintenance of skills for children and youth with low incidence disabilities in both school and community-based settings. This course will focus on evidence-based methods of systematic instruction.

SPEC 5540 Positive Behavior Support   3-0-**3**

Study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with low incidence disabilities. Course content focuses on the development of behavioral support strategies derived from functional assessments.

SPEC 5550 Communication Strategies for Students with Low Incidence Disabilities   **3-0-3**

Strategies and methods to facilitate acquisition, generalization, and maintenance of functional language and communication skills for children and youth with severe disabilities in both school and community-based settings. Course content includes methods for identifying and implementing augmentative and alternative communication systems.

SPEC 5610 Nature and Needs of Children Who Are Talented and Gifted   3-0-**3**

A course designed to give an overview of educational and behavioral characteristics of pupils who are talented and gifted. Includes diagnosis, referral, management, and educational practices.

SPEC 6000 Integration and Management of Instruction in the Classroom   3-0-**3**

Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

SPEC 6010 Integrated Instruction: Individualized Education Program   3-0-**3**

The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Plan development and program planning that incorporates student access to the general education curriculum are components of this course.

SPEC 6020 Integrated Instruction: Assessment and Learning   3-0-**3**

Formal assessment, processes, and classroom assessments techniques unique to evaluating the developmental level and potential achievement of children with exceptionalities. Emphasis is on sthe use of the4se tools in planning and selecting curricular programs and activities.

SPEC 6030 Integrated Instruction: Evidence-based Methods and Strategies   3-0-**3**

Research-based instructional strategies for enhancing the ability of students with mild disabilities to acquire, retain, and demonstrate academic and social competence across academic and social content areas as addressed in the general school curriculum.

**SPEC 6040 Technological Support Planning for Children
and Youth with Disabilities**   **3-0-3**

An introduction to computers and related hardware and software as they related to the individualized education program and needs of individuals who require intermittent or limited support. The course emphasizes classroom applications and technology in support of the needs of students with disabilities.

SPEC 6100 Reading and Applying Research in Special Education   **3-0-3**

Study and application of fundamental characteristics of quality research across a number of methodologies in special education. Emphasis is placed on students' development of an evidence-based research proposal to be implemented in the capstone course (SPEC 6110) that has the potential to impact programs or practices that affect students.

SPEC 6110 Professional Capstone Course   **3-0-3**

Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 student learning.

SPEC 6600 Methods & Materials for Children Who Are Talented and Gifted **3-0-3**

A course covering the development of curriculum content and teaching materials for students identified as talented and gifted. Considerable time will be spent on organizing learning experiences and utilizing a variety of teaching methods.

SPEC 6620 Curriculum for Children Who Are Talented and Gifted   **3-0-3**

This course provides a study of curriculum models, the types of curriculum needed for the Talented and Gifted, guidelines for developing curricular patterns which include subject or skill, core, interest, process, experiential bases of operations, and modular designs of community involvement. The course requirements include the development of curriculum of learning activities which will have greatest applicability and usability within the local school system.

SPEC 7600 Assessment of Children Who Are Talented and Gifted   **3-0-3**

Introduction to tests unique to assessing the developmental level and the potential achievement of children with talents and gifts. Emphasis is placed on the use of these tests in planning and selecting curricular programs and activities.

SPEC 7610 Assessment of Children   **3-0-3**

A course introducing tests unique to assessing the developmental level and the potential achievement of children with exceptionalities. Emphasis is placed on the use of these tests in planning and selecting curricular programs and activities.

**SPEC 8010 Readings in Issues of the Education of
Children and Youth with Disabilities**   **3-0-3**

An in-depth study of research articles which present factual information regarding the chief issues in programs for children and youth with disabilities.

**SPEC 8020 Characteristics of Effective School Structures
for Children and Youth with Disabilities**   **3-0-3**

An application of the effective schools' literature to programs for children and youth with disabilities in school settings.

SPEC 8030 Administration of Special Education Programs   **3-0-3**

A review of and in-depth study of legal issues which govern programs for children and youth with disabilities.

SPEC 8040 Developing Professional Training Programs in Special Education **3-0-3**

The study of and development of professional training programs in the field of special education.

**SPEC 8050 Advanced Applications of Technology
for Special Education Programs and Research**   **3-0-3**

The application of computer technology for training other professionals and academic instruction of students with disabilities as well as conducting and disseminating research in special education.

SPEC 8060 Single Subject Designs for Special Education Research   3-0-**3**

An in-depth review of the use of single subject designs for research which has been conducted in special education. Application of these designs to research questions in school settings will be discussed.

SPEC 8110 Advanced Capstone Experience   **3 hours credit**

Culminating course; a variety of research-validated practices to demonstrate advanced teachers' ability to positively impact K-12 learning.

SPEC 8999 Thesis   **3 hours credit**

Development and defense of the thesis. Must be taken each semester until the thesis is completed. Number of hours taken per semester must be approved by the Thesis Chair. A minimum of 6 hours must be taken to complete the course of study for this program.

WMBA: WEB-BASED MASTER OF BUSINESS ADMINISTRATION

WMBA 6000: Human Behavior in Organizations   **3 hours credit**

An examination of the behavioral and structural factors affecting the performance of organizations including both micro and macro organizational issues. This course provides an overview of the field of organizational behavior with an emphasis on employing the human resources of the firm to achieve organizational performance. Topics include motivation, leadership, job satisfaction, selection, training, and the dynamics of teams.

WMBA 6010: Managerial Accounting   **3 hours credit**

This course will cover a wide range of topics that will emphasize the use of both internal and external data to enhance the decision-making skills of managers. Concepts covered will include an overview of the management accounting function within the organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of accounting information in management decision-making. Case readings will be used to enhance students' critical thinking, problem solving, and communication skills. In many instances, the emphasis in this course is on the processes that lead to a decision rather than on the decision itself. Students will be challenged to defend their rationale for decisions rather than simply presenting the "correct" answer. In addition, students will be frequently required to work with unstructured information sets and to make reasonable assumptions in order to make decisions.

WMBA 6020: Managerial Communications   **3 hours credit**

Designed to meet the needs of the practicing manager. Included are the internal and external communications carried out by managers in organizations and the organizational and human variables, which influence these communications. Included is the management of information systems. Communication styles of managers from different cultures are discussed.

WMBA 6030: Global and International Business   **3 hours credit**

This course is designed to provide the student with an understanding of how companies enter and operate in the global market. Additionally, students will learn how culture, politics, legal and economic systems impact the marketing and trading of products in other countries. Students will develop an understanding of the business strategies and structures in the global arena, and will learn how managers interact and manage diverse groups.

WMBA 6040: Managerial Decision Analysis   **3 hours credit**

A study of advanced quantitative analysis techniques and their applications in business. Topics include game theory, decision analysis, forecasting, linear programming, transportation and assignment problems, network models, project management, queuing theory and Markov analysis.

WMBA 6050: Strategic Marketing   **3 hours credit**

This course provides a study of the strategic managerial aspects of marketing given the growth of E-Commerce. Topics focus on product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing operations.

WMBA 6060: Managerial Finance   **3 hours credit**

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. This course is designed to develop a student's knowledge, analytical skills and communication skills in the area of financial management. The student will be exposed to the reasons financial management is critical to the success of a business as well as the tools that will enhance their managerial skills. Specifically, this course will give the student tools to analyze a company's financial position relative to the industry, apply time value of money concepts to business cash flows, evaluate the acceptability of a short-term and long-term financial decision, understand the relationship between capital structure, risk, and the cost of capital, and improve communication skills.

WMBA 6080: Management of Information Systems   **3 hours credit**

A study of the effects of information technology on firms, industries, and the organization of work. Includes the development of strategies for corporate growth based on effective use and management of information technology, the analysis of business problems and relevant information systems solutions, and the use of IT to transform business processes and provide more effective management control and decision systems.

WMBA 6100: Production and Operations Management   **3 hours credit**

This on-line course is an introduction to the concepts, principles, problems, and practices of operations management. Emphasis is on managerial processes for achieving effective operations in both goods-producing and service-rendering organizations. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management. The topics are integrated using a systems model of the operations of an organization.

WMBA 6110: Business Strategy   **3 hours credit**

An integrative course designed to provide an executive viewpoint of strategy formation and management of an enterprise. The course teaches how to analyze complex business situations in order to determine a firm's strategies for long-run survival and growth in competitive markets. Participants will examine techniques for analysis of environmental conditions and trends, opportunities and threats, and resource strengths and limitations. Focus will be on developing plans and implementing and controlling those plans at both the strategic and operating level. Primary teaching method will use real-time case studies that cover policy formulation and administration. A strategy simulation will also be used. The point of departure for the course is top and middle management, where company-wide objectives are set and departmental policies and activities coordinated.

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

FINANCIAL INFORMATION AND BUSINESS REGULATIONS

Mr. James Black
Vice President for Finance and Administration

Valdosta State University is a unit of the University System of Georgia and receives a major portion of its operating funding through appropriations from the State of Georgia. This support enables the University to offer high quality educational programs at a minimal cost to its students.

Valdosta State University's academic year consists of two terms: Fall and Spring, as well as a series of Summer Sessions.

The University's tuition is set by the University System of Georgia Board of Regents each spring and is effective the following fall term. Mandatory Fees and Other Fees are proposed annually by the University, supported by a committee, half of whom are students, and ultimately approved by the Board of Regents. However, the University and the University System reserve the right to change fees at the beginning of any term.

FEE SCHEDULE

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

Fee schedules can be found on the Web at

<http://www.valdosta.edu/finadmin/financial/feeschedules.shtml >

All new students who attend orientation programs will be charged $35 to cover the related costs. All transfer students who attend an orientation program will be charged $20 to cover the related costs.

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

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

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

Off-Campus Courses

   Off-campus and on-campus fees are the same. Health, Activity, Access Card, and Athletic 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*

*All charges are based on approved fees and are subject to change according to the policy of the Board of Regents. Figures shown here are approximations provided for readers' planning purposes.

   Late Payment Fee: Failure to 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
   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) $144
   Orientation Fee: charged undergraduates...
      who attend fall, spring, or summer orientation program $35
      charged transfers who attend spring or summer orientation $20
      fall orientation program guest fee (each) (Limit 2) $15
   Post Office Box per semester $10
   Key Replacement Charge $50
   Honors Program Course fee $20
   Student Teaching fee $100
   Nursing Testing Fee $75
   Mandatory Insurance, Annual (Nursing Majors, International Students) $830
   Electronic transmission (FAX) of unofficial transcripts or certification
         forms/letters, per copy (Official transcripts cannot be FAXed.) $10
   Transcript Fees,   1-5 copies .... no charge
         6th and subsequent copies (each) $2
   Priority Fee for Certification Forms/Letters/Transcripts, per copy $5
   Graduation Fee: Bachelor's or Graduate Degree $25
    (Students who apply for graduation and who do not meet degree require-
   ments must pay appropriate graduation fees again upon re-application.)
   Parking Fee--Annual $50

PAYMENT OF FEES AT REGISTRATION

Registration is complete only when tuition and fees are paid by the established deadline.

Students are responsible for determining account balances and securing payment by the established fee payment deadline. The University's web site is the most up-to-date reference for registration and fee payment deadline dates, but notices are also sent to University e-mail accounts. The VSU e-mail is an official means of communication with students.

However, in the event that an account balance is not paid or scheduled to be paid, the University mails an invoice to students with account balances 2-3 weeks before each fee payment deadline. Generally, the invoice will reflect the amount owed, which is based on the courses selected, living arrangements on campus, the meal plan selected, and other student choices.

Financial Aid may be used to pay for tuition and room and board in accordance with federal regulations. However, if there is any other charges, a student must give the University consent to pay other charges with federal financial aid. This authorization is maintained in the Banner student system. A written statement is required to rescind the authorization and should be delivered to the Financial Aid Office in the University Center.

Methods to accomplish payment include both telephone and online services. VSU accepts the following payment forms - all of them may be used to secure registration, but in all cases, full payment is required: cash, personal check, money order, traveler's check, credit card (Visa, MasterCard, or Discover), university emergency loans (separate qualifications required), completed and fully authorized financial aid (meaning all promissory notes have been signed for loans).

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

If full payment is not made by the fee payment deadlines, VSU reserves the right to take the following actions and will notify students of such action: cancel registration in progress, hold student records, prevent future registration, and pursue collection of debt.

Students who register but do not attend VSU for a given term must withdraw from courses paid for by financial aid in order to avoid unsatisfactory grades or financial accountability. A withdrawal from one class does not mean a complete withdrawal from the University.

Please refer to the following section for the University's Refund Policy.

**Complete payment instructions are located on the Web at
< www.valdosta.edu/finadmin.financial/student/html >.**

Because fees for fall 2008 were not available at press time, estimations are provided for readers' planning purposes.

The following schedule is an **estimation** of the cost per term:

	In-state*	Out-of-state*
Tuition and Student Fees 12 hrs.+	$2,300	$7,900
Dormitory, Double Occupancy Room	1,580	1,580
Cafeteria 21 meals/week	1,470	1,470
Estimated cost of books and supplies	500	500
Estimated Total	$5,850	$11,450
Two Semesters	$11,700	$22,900

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

REFUND OF FEES

Students officially withdrawing from the University after paying fees for the term will be issued a 100% refund for tuition, mandatory fees, campus housing, and board meal plans, provided the official withdrawal occurs NO LATER THAN the official drop/add day for refunds. Students officially withdrawing from ALL classes AFTER the official drop/add day will receive a refund based upon the following official refund policy:

The refund amount shall be based on a pro rata percentage determined by dividing the number of calendar days in the semester that the student completed by the total calendar days in the semester. The total of calendar days in a semester includes weekends but excludes scheduled breaks of five or more days and days that a student was on an approved leave of absence. The unearned portion shall be refunded up to the time that the amount earned equals 60%.

Students who withdraw when the calculated percentage of completion is greater than 60% are not entitled to a refund of any portion of institutional charges. A refund of all non-resident fees, matriculation fees, and other mandatory fees shall be made in the event of the death of a student at any time during the academic session.

Housing fees, post office box fees, and music fees are non-refundable fees. Refunds of elective charges upon withdrawing from the institution during a term will be made on a prorated basis determined by the date of withdrawal. Flex charges and à la carte meal plans are refundable only to the extent they are unspent

It is the student's responsibility to withdraw officially in accordance with university regulations, which are set out in this *Catalog*. Students receiving funds and financial aid monies will have their refunds restored to the following programs in this precise order: outstanding balances on non-subsidized loans, subsidized loans, PLUS loans, Pell, SEOG, other Title IV student assistant programs, HOPE, private scholarships, and finally to the student.

No other refunds or reductions are allowed unless such reductions are necessitated by schedule changes initiated by the University. Students suspended or expelled for disciplinary reasons are not entitled to a refund of any deposits, tuition, or fees paid. Additionally, students who are asked to vacate their residence hall rooms as a result of disciplinary actions are not eligible for refunds.

Additional information is located on the web:
Registration dates and course schedules: **< http://www.valdosta.edu/it/eas/sis/ >**
Fee Schedules: **<http://www.valdosta.edu/finadmin/financial/feeschedules.shtml >**
Refund policies: **<http://www.valdosta.edu/finadmin/financial/student.shtml>**
(Also found at the Student Financial Services Office located in the University Bursary)

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)

A. United States Citizens

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

2. A dependent student shall be classified as "in-state" for tuition purposes if either i) the dependent student's parent has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term and the student has graduated from a Georgia high school or ii) the dependent student's parent has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term and the parent claimed the student as a dependent on the parent's most recent federal income tax return.

3. A dependent student shall be classified as "in-state" for tuition purposes if a U. S. court-appointed legal guardian has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term, provided that appointment was not made to avoid payment of out-of-state tuition and the U.S. court-appointed legal guardian can provide clear evidence of having established and maintained domicile in the State of Georgia for a period of at least 12 consecutive months immediately preceding the first day of classes for the term.

4. If an independent student classified as "in-state" relocates temporarily but returns to the State of Georgia within 12 months, the student shall be entitled to retain in-state tuition classification.

5. If the parent or U.S. court-appointed legal guardian of a dependent student currently classified as "in-state" for tuition purposes establishes domicile outside of Georgia after having established and maintained domicile in the State of Georgia, the student may retain in-state tuition classification as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent or U.S. court-appointed legal guardian.

B. Noncitizens

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

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

Out-Of-State Tuition Waivers

a. Academic Common Market. Students selected to participate in a program offered through the Academic Common Market.

b. International and Superior Out-of-State Students. International students and superior out-of-state students selected by the institutional president or an authorized representative, provided that the number of such waivers in effect does not exceed 2% of the equivalent full-time students enrolled at the institution in the fall term immediately preceding the term for which the out-of-state tuition is to be waived.

c. University System Employees and Dependents. Full-time employees of the University System, their spouses, and their dependent children.

d. Medical/Dental Students and Interns. Medical and dental residents and medical and dental interns at the Medical College of Georgia (BR Minutes, 1986-87, p. 340).

e. Full-Time School Employees. Full-time employees in the public schools of Georgia or of the Department of Technical and Adult Education, their spouses, and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver (BR Minutes, 1988-89, p. 43).

f. Career Consular Officials. Career consular officers, their spouses, and their dependent children who are citizens of the foreign nation that their consular office represents and who are stationed and living in Georgia under orders of their respective governments.

g. Military Personnel. Military personnel, their spouses, and their dependent children stationed in or assigned to Georgia and on active duty. The waiver can be retained by the military personnel, their spouses, and their dependent children if the military sponsor is reassigned outside of Georgia, as long as the student(s) remain(s) continuously enrolled and the military sponsor remains on active military status (BR Minutes, February 2004).

h. Border County Residents. Residents of an out-of-state county bordering a Georgia county in which the reporting institution or a Board-approved external center of the University System is located.

i. National Guard Members. Full-time members of the Georgia National Guard, their spouses, and their dependent children. (BR Minutes, April, 1998, pp. 16-17).

j. Students enrolled in University System institutions as part of Competitive Economic Development Projects. Students who are certified by the Commissioner of the Georgia Department of Economic Development as being part of a competitive economic development project.

k. Students in Georgia-Based Corporations. Students who are employees of Georgia-based corporations or organizations that have contracted with the Board of Regents through University System institutions to provide out-of-state tuition differential waivers.

l. Students in Pilot Programs. Students enrolled in special pilot programs approved by the Chancellor. The Chancellor shall evaluate institutional requests for such programs in light of

good public policy and the best interests of students. If a pilot program is successful, the tuition program shall be presented to the Board for consideration.

m. Students in ICAPP® Advantage programs. Any student participating in an ICAPP® Advantage program.

n. Direct Exchange Program Students. Any international student who enrolls in a University System institution as a participant in a direct exchange program that provides reciprocal benefits to University System students.

o. Economic Advantage. As of the first day of classes for the term, an economic advantage waiver may be granted to a dependent or independent student who can provide clear evidence that the student or the student's parent, spouse, or U.S. court-appointed guardian has relocated to the State of Georgia to accept full-time, self-sustaining employment and has established domicile in the State of Georgia. Relocation to the state must be for reasons other than enrolling in an institution of higher education. This waiver will expire 12 months from the date the waiver was granted.

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

p. Recently Separated Military Service Personnel. Members of a uniformed military service of the United States who, within 12 months of separation from such service, enroll in an academic program and demonstrate an intent to become a permanent resident of Georgia. This waiver may be granted for not more than one year.

q. Nonresident Student. As of the first day of classes for the term, a nonresident student whose parent, spouse, or U.S. court-appointed legal guardian has maintained domicile in Georgia for at least 12 consecutive months so long as the student can provide clear evidence showing the relationship to the parent, spouse, or U.S. court-appointed legal guardian has existed for at least 12 consecutive months immediately preceding the first day of classes for the term.

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

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

Student Responsibilities

A. **Student Responsibility to Register Under Proper Classification:** The responsibility of registering under the proper residence classification is that of the students. If there is any

question of the right to classification as a legal resident of Georgia, it is the student's obligation, prior to or at the time of 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. Bursary hours are Monday-Thursday, 8:00 a.m. to 5:00 p.m. and Friday, from 8:00 a.m. to 2:30 p.m. Checks will not be cashed if the student has a "Hold" on his or her student account. Checks drawn for cash only must be made payable to "VSU-CASH." The University will not accept two-party checks for cashing. Parents who send their son or daughter spending money by check should make their check payable to VSU, with the student's name on the "for" section of the check.

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

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

COLLECTIONS

The University recognizes that circumstances may arise to create a balance due to the University. In effort to protect the financial interests of the institution and the State of Georgia, VSU follows the *Business Procedures Manual* of the Board of Regents, chapter 10.0, regarding collection, due diligence procedures, and write-off.

Financial holds are placed on student accounts for balances due. These holds will not allow students to register, graduate, or receive official VSU documents until outstanding balances are paid. Students can check their account status and hold type by visiting the Banner Registration Website.

Generally, student account balances that are past due 120 days and returned checks (NSF) that are over 60 days will be turned over to the University's Collection Agency.

CANCELLATION OF STUDENT REGISTRATION FOR CAUSE

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

1. All fees are due and payable upon completion of registration. Students should not report for registration without having sufficient funds available to pay their fees. The payment instructions are located at < www.valdosta.edu/finadmin.financial/ student/html >.
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.

DEPARTMENT OF PUBLIC SAFETY
Scott Doner, Director

The Department of Public Safety is responsible for the protection of life and property for the Valdosta State University community. The department, consisting of both Police Services and Environmental Health and Safety, is located in Pine Hall and is open 24 hours a day. The emergency telephone number is 229-259-5555. For information, call 229-333-7816. For additional information, see < http://www.valdosta.edu/dps >.

Annual Security Report - Clery Act

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

STUDENT AFFAIRS AND SERVICES
Dr. Kurt J. Keppler
Vice President for Student Affairs

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

The Vice President for Student Affairs coordinates the activities within the Division of Student Affairs. His office is available to serve the needs of students as well as parents, alumni, faculty, and staff with student concerns. The Office of the Vice President for Student Affairs is located in 1150 Nevins Hall. Telephone: 229-333-5359. Valdosta State University is committed to the idea that total education involves more than academic pursuit. More information is available at <www.valdosta.edu/student affairs/>.

OFFICE OF THE DEAN OF STUDENTS

The Office of the Dean of Students is dedicated to student development both inside and outside the classroom. Its goal is to provide quality programs, facilities, and services that will enhance the educational and personal experiences of VSU students. The Office of the Dean of Students is responsible for the supervision of the following VSU departments, programs, and services: Campus Recreation (Student Recreation Center, IM Fields & Ropes Course), Student Conduct, Orientation and Leadership Development, Student Life (Homecoming, Volunteer Services, Greek Life, student organizations, and Campus Activities Board), Student Government Association, school mascot (Blaze), medical withdrawals for students, Who's Who, and all Student Activity Fee Funded Budgets. Valdosta State has over 175 registered student organizations, ranging from social to religious in nature. Construction of the new Student Union will begin in the summer of 2008. This state-of-the-art facility will include a 35-seat movie theater, food court (Nathan's Hot Dogs, Starbucks, and Loop Pizza Grill), bookstore, game room, student lounge space, student organization offices, large multi-purpose room , and meeting rooms. Office, first floor of Hopper Hall. Telephone 229-333-5941.

ACCESS OFFICE FOR STUDENTS WITH DISABILITIES

The Access Office is responsible for coordination of services for students with disabilities. The primary objectives are to provide reasonable accommodations and assure that campus programs and activities are accessible to students with disabilities. Some of the services available to meet the needs of students include classroom and testing accommodations, textbooks in alternate formats, access to adaptive technology, and referral to other services.

Eligibility for provision of services requires students to provide current documentation of a disability that meets criteria established by the University System of Georgia Board of Regents. All of the services are provided at no charge. The Access Office is located at 1115 Nevins Hall. For more information, call 229-245-2498 (V/VP), 229- 219-1348 (TTY) or visit the website at <www.valdosta.edu/access>.

CAREER SERVICES

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

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

Students may utilize the varied resources that are in the Career Library: printed career materials, audio and video tape descriptions of occupational opportunities, and computer-assisted career exploration programs.

Various career-oriented workshops are offered each semester. Job vacancy listings of interest to seniors and graduate students are posted. On-campus interviews are scheduled with employers interested in interviewing students and alumni for professional employment. Seniors are encouraged to register with the office the first semester of their senior year so that the office can best assist in their employment search.

The Career Services Office is located on the second floor of Powell Hall-West. Telephone 229-333-5942 or 229-333-5414. <www.valdosta.edu/career>.

COOPERATIVE EDUCATION

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

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

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internship. Opportunities exist to earn academic credit as part of the co-op program. Interested students are encouraged to apply as early as possible in their university career to enhance the prospects of placement in the best possible position. The Co-op Office is located in Powell Hall West, second floor. Telephone 229-333-7172. The Web site is <http://valdosta.edu/coop>.

COUNSELING CENTER

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

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

The Counseling Center is accredited by the International Association of Counseling Services, Inc. It is located in Powell Hall East, and appointments may be made in person or by calling 229-333-5940. When necessary, referrals will be made on campus or in the community so that all available resources are utilized.

OFFICE OF ALCOHOL AND OTHER DRUG EDUCATION

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

We provide assessments and accurate up-to-date information in the areas of prevention, education, and referral. We encourage student involvement through Peer Education (KARMA, a for-credit class) and substance-free social programming (Natural High). Educational opportunities include presentations to classes and organizations as well as "Alcohol 101 Plus" and "Prime for Life: On Campus Talking About Alcohol." Certification is available to students through Training for Intervention Procedures (TIPS). Videos and print resources are also available through our office.

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

Our services are available to students, faculty, and staff. We are located in Powell Hall East, 2nd floor and may be contacted by phone at 229-259-5111 or e-mail at <mfwillia@valdosta.edu>. Our web site is <www.valdosta.edu/aode/>.

OFFICE OF TESTING

Numerous standardized tests are administered by the Office of Testing to assist students with their testing requirements. The Valdosta State University Office of Testing is responsible for administering many tests: to entering students for the purpose of admission and placement, to undergraduate students for proficiency, to teacher education majors for certification, and to graduate students for admission to specialized programs. Testing programs designed for students to earn college credit hours by examinations are also available. As a designated national test center, the Testing Office administers testing programs for the Educational Testing Service, The Psychological Corporation, the Law School Admissions Council, The American College Testing Program, the State of Georgia, and the University System of Georgia, as well as for other educational and governmental agencies.

The yearly testing calendar offers 27 testing programs with many general and specialized components. Beyond the regular group testing dates, individual test administrations are also given on a weekly or monthly basis. All tests are administered by the paper and pencil method except the CLEP, COMPASS, DANTES, Major Field Test, Miller Analogies Test (MAT) and TOEFL, which are computerized.

Prospective registrants should check with the appropriate offices at VSU to determine the required tests needed for admission to a specific discipline and the deadline for test score submission.

The Office of Testing is located in Powell Hall-West, First Floor, Room 1120. You may contact us by telephone (229-245-3878) or at <www.valdosta.edu/testing>.

Some tests available to entering students are the Scholastic Assessment (SAT I & II), American College Testing Program (ACT), Computer-Adaptive Placement Assessment and Support System (COMPASS). Other tests for undergraduate include the Regents' Testing Program (RTP), the Professional Assessments for Beginning Teachers Series (PRAXIS), the College Level Examination Program (CLEP), DANTES, eCore testing, the Independent Study Program (ISE) and the Major Field Test for Biology majors. Some tests required for graduate admissions include the Graduate Record Examinations (GRE), the Miller Analogies Test (MAT), the Law School Admission Test (LSAT) and the Pharmacy College Admission Test (PCAT). Credentialing exams such as the American Nurses Credentialing Center (ANCC) examinations are available. The Test of English as a Foreign Language (TOEFL) is administered on a national and institutional basis.

Assessment and certification examinations are also administered for other educational and governmental institutions, including the Georgia Department of Corrections, International Code Congress, and the National Strength and Conditioning Association (NSCA).

VETERANS AFFAIRS

The Veterans Affairs Office is part of the Office Financial Aid. A full-time counselor assists all veterans in completing applications for benefits, making adjustments in payments, providing tutorial assistance, updating enrollment certifications, and with other services to assist veterans with their education. Veterans enrolled in physical education courses can be certified to the Veterans Administration for VA benefits when the courses will be credited toward the completion of their approved educational program. It must be

documented that credit cannot be granted for the courses based upon prior military training or experience. Veterans should refer any problems to the Veterans Office for assistance. Telephone 229-333-5935.

STUDENT CONDUCT OFFICE

The primary responsibility of the Student Conduct Office (SCO) is to oversee and conduct the student disciplinary process on campus. SCO deals mostly with individual violators but is also called on to assist with groups that violate the Code of Conduct. SCO is located on the first floor of the University Union in the Office of the Dean of Students. SCO assists students, staff, and faculty in the determination of the appropriate response needed relative to alleged violations of the Student Handbook's Student Code of Conduct. SCO's primary mission is to get students back on track regarding the completion of their degree program. For more in-depth SCO information, please call 229-333-5941 or visit SCO's webpage at <http://www.valdosta.edu/judicial/>.

HEALTH PROMOTIONS

The Office of Health Promotions is located in Centennial Hall 135B. The mission of the office is to empower Valdosta State University students to make healthier lifestyle choices through prevention education. The goal is to provide wellness education through interactive formats and to assist students in connecting with various resources throughout the VSU community. For more information call 229-245-3896.

STUDENT CONDUCT CODE

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

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

REGULATIONS

General Expectations

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

  ◆   to examine critically and otherwise to evaluate themselves, their knowledge, and their society;
  ◆   to commit themselves to genuine enlightenment rather than to inflexible adherence to limited knowledge;

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

DRUGS

Valdosta State University, as a regional university within the University System of Georgia and recipient of federal funds, supports and complies with the Drug Free Work Place Act of 1988 and the Drug Free Schools and Communities Act of 1989, and the Drug Free Postsecondary Education Act of 1990.

Faculty, staff, and students of Valdosta State University are advised that the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol is prohibited, and violations of this policy will result in appropriate disciplinary action, to include suspension or termination.

Faculty, staff, and students are expected to adhere to the policies of the institution, observe the basic rules of good conduct, and observe all local, state, and federal regulations relative to illegal drugs and alcohol. Violations of such regulations, including misdemeanor or felony convictions during the course of one's employment or enrollment, will result in appropriate disciplinary action. This policy is subject to modifications, and said changes will be publicized. Questions regarding this matter may be directed to the Office of Personnel or the Office of the Vice President for Student Affairs.

STUDENT DISSENT

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

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

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

(1) The right to inspect and review the student's educational records within 45 days of the day the University receives a request for access. Students should submit to the registrar, the dean of the appropriate college, the head of the appropriate academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. VSU's official contact person for such record requests is the Custodian of Official Records in the Office of the Vice President for Academic Affairs. There will be a nominal fee for the retrieval and reproduction of any record requests.

(2) The right to request the amendment of the student's educational records that the student believes are inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the university decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

   Directory information: Valdosta State University publishes student information in the form of directories, programs, etc. Students who desire that directory information not be released without consent should notify the Office of the Registrar. The following is considered directory information unless notification is received to the contrary:

   Student's name, address (local and home), telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, class schedule, photograph, full- or part-time status, e-mail address, and the most recent previous educational agency or institution attended by the student.

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

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failure by Valdosta State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605, (202) 260-3887.

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

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

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act, Public Law 101-336, extends the prohibition against discrimination on the basis of disability in Section 504 to all programs, activities, and services provided or made available by state and local governments, regardless of whether those entities receive federal financial assistance. Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified disabled individual can be denied access to or participation in any federally funded activity or program solely on the basis of disability.

Equal Opportunity Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Equal Opportunity Programs and Multicultural Affairs

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

STUDENT RECORDS
Mr. Charles L. Hudson
Registrar

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

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

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

COMPUTING AND DATA NETWORKING FACILITIES
Mr. Joe Newton
Chief Information Officer

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, over 3,000 microcomputers, 90 high-end workstations, and 50 distributed file servers running Novell NetWare or Microsoft Windows Server 2000/2003, all of which are interconnected via a high-speed data network.

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. Located in the Computer Center in Nevins Hall, a Hewlett Packard 9000 large-scale business server supports the student information system. VSU keeps updated with the state-wide implementation of the SCT Banner Student Information and Financial Aid Systems, which greatly enhances student support operations such as admissions, registration, advising, and financial aid pro-

cessing. Student registration and general access to data can be easily accomplished via the web or the Campus Pipeline Luminis portal. The Business and Financial Software System from PeopleSoft Corporation, installed centrally by the Board of Regents, has been managed by VSU since June 1999 and placed in full production in November 2001. All systems utilize the Oracle RDBMS database product.

Housed in two secured server rooms located in the heart of the main campus and managed by the Systems Support Services group, a load-balanced series of Sun V and E series servers and StorEdge storage servers provide domain name services, email, web, portal, and courseware services for the students, faculty, and staff. Directory and email services are provided to the portal and email clients via the Sun One platform products that are integrated into the Campus Pipeline Luminis portal. Courseware is provided using the WebCT Vista product and supports as many as 350 faculty and 9,000 students in 500 courses. Supporting both the portal and courseware services is a separate Oracle RDBMS instance.

An extensive data network, with its central core of bridges and routers, provides Fast Ethernet and Gigabit Ethernet communications between all servers and microcomputers. The 20 miles of fiber and 62 miles of copper wire connect the 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. Internet access is provided via a circuit to the state-wide PeachNet network (currently 100Mbps). In addition to the 'hardwired' network described, VSU has also implemented an extensive wireless data network. Over 250 wireless access points have been installed in all academic buildings and residence halls on the campus to create an umbrella of coverage. All resident students have wireless capability, and all academic buildings including Odum Library are supported, as well as three student activities locations. To increase utilization, 12 roll-around carts with 20 wireless laptops each have been provided to various academic departments for student checkout to use in classes.

Currently 3,710 "end user" type computers are located on the campus. Microcomputers are provided to every faculty member and all staff in administrative offices. Over 1,800 microcomputers are available to students in 60 labs and classrooms, with 3 to 80 machines each, located throughout the campus. Special purpose labs provide CAD, molecular modeling, graphics, video production, and music software to support programs such as pre-engineering, interior design, chemistry, mass media, and music. Two labs are installed at Kings Bay Naval Base to support VSU operations at that location. All machines have the campus standard software installed: Microsoft Windows XP and Office 2003 Professional, communications products (Internet Explorer, Outlook, Netscape, Eudora, Secure Shell, and others) and centrally managed virus protection software. Various microcomputer servers, Sun and Compaq high-end workstations, local networks, and other facilities are located centrally and in the colleges and administrative offices to provide additional support to students, faculty, and staff.

VSU's Odum Library operates seven student computer labs with 18-80 PCs each. The library has 20 study rooms available to VSU affiliates, each equipped with a computer connected to the campus network, the Internet, and a network printer. The library uses a new Web catalog called GIL (Galileo Interconnected Libraries), which is now used by all University System schools. GIL provides not only a Online Public Access Catalog but also the University System of Georgia Union Catalog, making it possible to place electronic requests for books held by other libraries in the system.

The purpose of the student aid program is to help make higher education a reality for persons who would be unable to attend without financial assistance. However, financial aid is awarded only to eligible students who have been admitted to the University. Transient students are not eligible for financial aid. The financial aid application may be submitted at any time after the applicant has applied for admission.

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

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

GRANTS

Vocational Rehabilitation Assistance. Vocational Rehabilitation provides assistance to students with physical limitations. Usually, fees are paid for eligible students. Apply through your local office of Vocational Rehabilitation, a division of the Department of Human Resources.

OTHER FEDERAL PROGRAMS

Veterans Financial Aid Services. The Veterans Affairs Office, a part of the Office of Financial Aid, is located in the University Center. A full-time counselor assists all veterans in completing applications for educational benefits, making adjustments in payments, providing tutorial assistance, updating enrollment certifications, and with other services to assist veterans with their education.

Veterans Administration Assistance. Veterans, service personnel, and eligible dependents may qualify to receive benefits through the Veterans Administration. Applications may be made through the VSU Office of Veterans Affairs.

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

Montgomery GI Bill (Selected Reserve). This program of education benefits is for Reservists of the armed forces as well as the Army National Guard and the Air National Guard. For eligibility, a reservist must have a 6-year obligation to serve in the Selected Reserve, complete Initial Active Duty for Training, have a HS diploma or its equivalent, and remain in good standing in a drilling Selected Reserve Unit. If a student has a parent who is a military veteran, the student may qualify for help from the U.S. Department of Veterans Affairs. Benefits may be awarded for pursuit of associate, bachelor's, or graduate degrees. Details are available in the Office of Veterans Affairs of Valdosta State.

LOANS

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

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

EMPLOYMENT OPPORTUNITIES

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

Graduate Assistantships. The University provides a limited number of graduate assistantships. Interested applicants should apply to the Graduate School. An out-of-state student who holds a graduate assistantship is given a waiver of out-of-state tuition.

Student Assistant Program. On-campus jobs, financed by the University, are also available. Each department has its own funds for this program. Inquiries should be made to Student Employment Services, located in Powell Hall West, 2nd Floor.

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

SCHOLARSHIPS

Regardless of your family's income or your potential for a scholarship, complete all financial aid applications required by the VSU Office of Financial Aid. Application forms and information about VSU General Scholarships are available on line at <www.valdosta.edu/finaid>.

HOPE Teacher Scholarship. Funded by the Georgia Lottery for Education and is a component of the HOPE Scholarship Program. This scholarship provides financial assistance to teachers, counselors, and individuals seeking advanced degrees in critical fields of study in education. Scholarship recipients agree to teach in a Georgia public school at the preschool, elementary, or secondary level after graduation. If a recipient fails to meet this obligation, the scholarship becomes a loan, which must be repaid in cash, with interest. Applications should be available late Spring Semester. Complete HOPE Scholarship Program regulations and a printable application form are available from Georgia Student Finance Commission at < www.gsfc.org/ > or call 770-724-9030 or toll-free at 1-800-505-GSFC, or contact the VSU Office of Financial Aid at 229-333-5935 and request a HOPE Promise Scholarship Application.

Gail Aberson Scholarship. This endowed scholarship was created to honor the memory of Gail Aberson, to assist teachers at the graduate level in their professional development/certification as Teacher Support Specialists (mentors) and science teachers K-12. The award will provide assistance to teachers from member school systems in the Okefenokee RESA. Qualified recipients may contact the College of Education for application information.

Louise S. Chastain Scholarship. This fund was established by Mrs. Chastain for students pursuing a Master of Social Work degree. Preference is given to residents of Thomas County, Georgia. Apply to the Division of Social Work.

Vicky Lynne Foshee Scholarship. This endowed scholarship was created to honor the memory of Vicky Lynne Foshee, daughter of Dr. and Mrs. Donald P. Foshee. The scholarship is to be awarded to a graduate student enrolled in the Industrial/Organizational Psychology Program. It may be renewed by completing at least 9 hours per semester with a B or better grade point average. Apply to the College of Education.

Air Force ROTC. Scholarships are available to students enrolled in ROTC at Valdosta State University and are based on performance, academic achievement and leadership potential. For further information contact the Air Force ROTC, Valdosta State University.

A. B. "Sonny" Martin Scholarship. This scholarship is awarded based on recommendations by the College of Education Scholarship Committee. Students must be pursuing a Master of Education Degree. Based on ability and promise. For application and deadline information, contact the College of Education.

Dorothy Smith Salter Scholarship. This scholarship is awarded to a graduate of VSU who has been admitted to the Medical College of Georgia Doctor of Medicine degree program and who plans to practice in Georgia. The scholarship covers the full cost of tuition and fees and is renewable for up to three years, provided the student is making satisfactory progress toward the degree. The scholarship is awarded by the Scholarship Committee of the VSU Alumni Association in consultation with the Pre-Medicine faculty advisor at VSU. Complete the VSU General Scholarship Application.

VSU Alumni Association Scholarship. This scholarship was created to recognize and support graduate students who have demonstrated a significant amount of academic achievement. The scholarship will be awarded at the beginning of each academic year in the form of a grant. The amount of the scholarship is equivalent to one year of in-state tuition, or two consecutive semesters. Application materials are available from the Graduate School.

Elizabeth Darlene Sikes Scholarship. This scholarship was established to recognize an outstanding graduate student in communication disorders. Based on continuous community service, good academic standing and financial need. Must provide two letters of support. For application and deadline information, contact the College of Education.

Speech and Hearing Scholarship. The members of the Valdosta Junior Service League have established this scholarship for a student majoring in communication disorders, who have completed 50 semester hours, has a minimum 2.5 grade point average, has demonstrated financial need (must have a FAFSA application on file with the Office of Financial Aid). Contact the Department of Special Education and Communication Disorders for application information.

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

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

FINANCIAL AID ACADEMIC REQUIREMENTS

In accordance with the Higher Education Act of 1965, as amended, students must be making satisfactory academic progress, to qualify for and continue to receive Title IV federal financial aid.

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

Graduate students must maintain a cumulative grade point average of not less than 2.5 in order to be eligible for financial aid.

Monitoring of Satisfactory Progress

Compliance with the academic requirements will be checked at the end of each semester and at the time the student applies for financial aid. The 67% completion requirements will be checked at the end of each spring semester. When students apply during the academic year the grade point average will be checked as of the last semester

attended; the 67% completion requirement will be checked as of the end of the last academic year of attendance.

Summer Session

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

Reinstatement of Aid

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

Graduate students terminated from aid because of academic suspension or failure to complete 67% of their courses in an academic year must complete nine semester hours, at their own expense, at VSU with a grade of "C" or better in each of the courses before they will be eligible to receive financial aid in the future.

Appeals

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

Students wishing to appeal the decision of the Financial Aid Office may do so, by writing to the Student Financial Aid Committee.

FINANCIAL AID FOR INTERNATIONAL STUDENTS

Outstanding students may qualify for a waiver of the out-of-state tuition fees; such a waiver greatly reduces the cost of study at Valdosta State University. Interested international applicants should include with their applications a formal statement requesting consideration for a waiver of out-of-state tuition fees.

In addition to the tuition waivers, a limited number of graduate assistantships are available each year. Recipients work a specified number of hours in an academic department or with a faculty member and receive a partial waiver of tuition plus a small amount of money to help them with their living expenses. Students interested in information about graduate assistantships should write directly to: The Graduate School, Valdosta State University, Valdosta, GA 31698 USA.

AUXILIARY SERVICES

Mr. Rob Kellner, Director
103 East Brookwood Place

As a part of the Office of Finance and Administration, the Auxiliary Services Division is responsible for providing support services to students, faculty, and staff members of the University. The Division includes the Bookstore, Dining Services, 1Card Services, Parking and Transportation, Vending, Health Services, and Housing and Residence Life (financial management). Administrative offices are, at press time, located at 103 East Brookwood Place and will relocate to the Oak Street Parking Deck in October, 2008. Telephone 229-333-5706; fax 229-333-7419. For information about 1Card Services, the Bookstore, Dining Services, Health Services, Parking and Transportation, or Housing and Residence Life, visit our web pages: < http:// services.valdosta.edu >.

Valdosta State University has been defined by the Board of Regents of the University System of Georgia as a residential institution, and the University must provide on-campus housing and dining service. All undergraduate students who live in residence halls are required to participate in the meal program. The policy is a part of the total "Living-Learning" concept of the University and is supported by an amendment to the Georgia Eighteen-Year-Old Bill which reads, "Nothing in this Act shall be construed to limit the powers of the Board of Regents of the University System of Georgia to adopt and enforce rules and regulations for the government, control, and management of the University System; nor shall this Act be construed so as to limit the authority of any institution in the University System of Georgia to adopt and enforce rules and regulations governing housing, conduct, discipline, and other related activities of the student body." Following Regents' policy, the Auxiliary Services Division is totally self-supporting and receives no state allocations of funds.

HOUSING AND RESIDENCE LIFE
Housing Application and Contract

The Housing Application and Contract forms are sent to students after their acceptance to the University. Housing applications may be submitted only after a student has been formally accepted by Valdosta State University. All students applying for campus housing will be required to sign a contract with Housing for the academic year. Apartment residents must sign a 12-month contract. All students who plan to live in campus housing must pay an application fee of $25.00 when they submit their Housing Application and Contract. Additionally, each student must pay a $300.00 deposit by the deadline established in the Housing Contract. The deposit is a one-time fee that will be refunded once the student decides to no longer reside on campus or upon graduation.

The housing contract outlines conditions under which refunds may be made. Occupancy of a traditional-style residence hall room is terminated at the end of each spring semester. Apartment contracts terminate at the end of summer term. Students currently enrolled should obtain an application for housing at the annual Room Selection Process held in March at the University Center. Refer to the housing contract for specific terms and conditions. Please read the contract carefully; it constitutes a fully binding legal agreement with the University. Requests for release from the housing contract prior to the conclusion of the academic year will be considered after the student resident completes a *Request for Release from Contract*, available in the Office of Housing and Residence Life.

Freshman Residency Program

Valdosta State University administers a Freshman Residency Program which requires that all freshmen live on campus. To obtain an exemption from this requirement, a student must apply for exemption and meet one of the following criteria: (a) have officially completed two semesters of work beyond high school and have attained sophomore status; (2) age 20 by September 30 of the current academic year; (3) married; (4) single parent; or (5) residing with parent(s), grandparent(s), or legal guardian within a 50 mile radius of Valdosta. Exemption forms are available online: <http://housing.valdosta.edu> or at the Office of Housing and Residence Life, located on the 1st floor of Powell Hall East, telephone 229-333-5920.

Residence Hall Fees

Traditional residence halls offer double-occupancy rooms opening onto conventional hallways with community bathrooms. The rate of $1,580 per semester for 2008-2009, which includes the Housing Activity Fee ($20) and Post Office Box Fee ($10), is in effect for Langdale Hall. The rate of $1,670 is in effect for Brown, Lowndes, and Patterson Halls. This rate is based on dual occupancy. Reade Hall will be open for Fall semester only at a rate of $1805. The new Hopper Hall, a suite-style facility, offers both private and semi-private rooms. The private rate is $2100, and the semi-private rate is $1875. It is the University's option to close any of its residence halls in any given semester or to reassign students to rooms at any time.

Apartments

Converse Hall and Centennial Hall apartments are available to upperclassmen. Students should note that the number of class hours earned and GPA will establish priority for apartment assignment. Students interested in the apartments must complete an application and apartment contract available in the Office of Housing and Residence Life. Prices include Housing Activity Fee ($20) and Post Office Box fee ($10).

Converse Efficiency (one person only) $2,050
    One Bedroom (with two people, per person) $1,755
Centennial Two Bedroom (per person) $2,270
    Four Bedroom (per person) $2,050

Housing charges are assessed on a semester basis and must be paid in full during the registration process at the beginning of each semester. Rates include all utilities. Rates for future academic years will be posted at <http://housing.valdosta.edu> and available on campus once the rates have been established. All charges are based on approved fees and are subject to change according to policy of the Board of Regents.

DINING SERVICES

So many choices–with more than 12 locations in seven different buildings, there is always food close to where you are on campus. Meal plans are available for resident and non-resident students each semester, with meals offered in an all-you-care-to-eat format in Palms Dining Center. All students living on campus are required to purchase a meal plan as part of the housing contract. Students may choose from the following meal plans:

Meal Plans

The following meal plans are $1,470. Students living on campus are asked to choose from the following plans at registration. If you do not choose a plan, the Blazer Plus plan will be chosen for you.

The Blazer Plus with $125 Blazer Bucks: This plan offers unlimited access to the dining hall for meals and snacks throughout the week and includes $125 in Blazer Bucks.

14 Meal Plan with $225 Blazer Bucks: This plan offers 14 meals a week at any of the on-campus dining locations and includes $225 in Blazer Bucks

10 Meal Plan with $370 Blazer Bucks: This plan offers 10 meals a week at any of the on campus dining locations and includes $370 in Blazer Bucks.

A La Carte Plans

$800 A La Carte Plan: $800 declining balance available to students officially ranked as sophomores or above.

$400 A La Carte Plan: $400 declining balance available ONLY to students residing in Converse or Centennial Hall.

Commuter Meal Plans

In addition to the above meal plans, we have added commuter meal plans. Students living off campus, faculty, and staff members are welcomed to choose from one of the following plans:

100 Meals + $130 Blazer Bucks: Allows 100 meals at Palms Dining Center and $130 in Blazer Bucks to use all semester, at $535.

75 Meals + $103 Blazer Bucks: Allows 75 meals at Palms Dining Center and $103 in Blazer Bucks to use all semester, at $423.

50 Meals + $70 Blazer Bucks: Allow 50 meals at Palms Dining Center and $70 in Blazer Buck to use all semester, at $294.

Note: Additional Blazer Bucks can be added at any time throughout the semester to ANY meal plan.

Blazer Bucks

Blazer Bucks act like an automated checking account. Each time students make a purchase with the 1Card, the amount is automatically deducted from their account. Blazer Bucks can be used to make purchases at The Loop Pizza Grill, Einstein's Café in the Education Building, Jazzman's Cafe in the library, Palms Retail units, the University Center Food Court, and the Langdale or Sustella Street Markets and to purchase additional meals at Palms Dining Hall.

For the latest dining information, visit <http://services.valdosta.edu/dining>.

CONVENIENCE STORES

There are two convenience stores located on campus, Langdale Market and Sustella Street Market. Langdale Market is located on the first floor of Langdale Hall (west side) and Sustella Street Market is located on the first floor of Centennial Hall East. They provide a variety of snacks, grocery items, health and beauty items, and drinks.

UNIVERSITY STORES

The VSU Bookstore, 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, and imprinted clothing. 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 $525, depending on the student's designated area of study.

In addition, VSU has added a Tech Shop for most of your software and electronic needs. The Tech Shop is located on the first floor of Langdale Hall (east side). The Bookstore accepts cash, checks, VISA, MasterCard, Discover, and the Campus 1Card. Customers can shop on the web at <www.thevsubookstore.com>. Tel. 229-333-5666.

HEALTH SERVICES

The Farber Health Center, located north of the Palms Dining Hall on North 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, nurse practitioners, registered and licensed practical nurses, a pharmacist, a medical technologist, and office staff. All students living in campus housing are required to pay the Health Fee, regardless of the number of hours in which they are enrolled.

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

PARKING AND TRANSPORTATION

All motorized vehicles parked on campus must properly display a current parking permit at all times. Parking on campus is by permit only and is a privilege 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 1204 N. Patterson Street (temporary location through October 2008) or at the new office located in Sustella Avenue Parking Deck after October 2008 (telephone: 229-293-PARK).

VSU operates a shuttle bus service. A Blazer Express Shuttle Guide, available at the Parking and Transportation Department, indicates stops, routes, and operating hours. Maps may also be found at each bus stop and on our web page <www.vsuparking.com>.

"VSU 1Card" SERVICES

The VSU 1Card is your official Valdosta State University identification card and on-campus debit card. It allows access to your assigned plans and privileges, after payment has been made. The card is automatically assigned a FLEX Account, which allows you to deposit funds 24 hours a day, online via credit card. No deposits may be made via phone or fax.

Financial Aid will not transfer to a FLEX Account unless it is EXCESS–after all other fees are paid. A FLEX Account is non-transferable and may be used only by the cardholder.

To obtain a VSU 1Card, all students must visit the VSU 1Card Office, be registered, provide government-issued photo identification (such as driver's license, passport, military ID) and have a photograph made,

Replacement cards are $15 and photo identification must be submitted prior to a replacement card's being produced. Please visit our website at <www.vsu1card.com> for more information regarding the VSU 1Card.

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 Georgia Video Networking System), a 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.
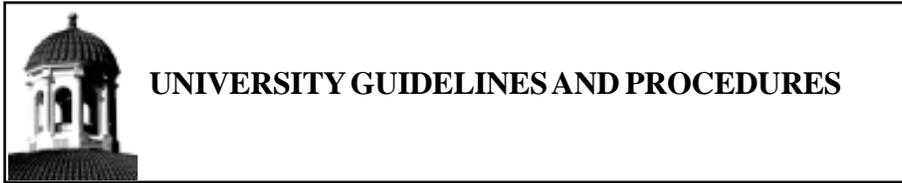
BOARD OF REGENTS STATEMENT ON DISRUPTIVE BEHAVIOR

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

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

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

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

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

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

The Board of Regents is deeply concerned by this new problem. Under the Constitution of the State of Georgia, under all applicable court rulings, and in keeping with the tradition of higher education in the United States, the Board is ultimately responsible for the orderly operation of the several institutions of the University System and the preservation of academic freedom in these institutions. The Board cannot and will not divest itself of this responsibility.

Of equal or greater importance, such action of force as has been described above destroys the very essence of higher education. This essence is found in the unhampered freedom to study, investigate, write, speak, and debate on any aspect or issue of life. This freedom, which reaches

its flowering on university and university campuses, is an essential part of American democracy, comparable to the jury system or the electoral process.

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

STUDENT DISSENT

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

CANCELLATION OF STUDENT REGISTRATION FOR CAUSE

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

1. All fees are due and payable upon completion of registration. Students should not report for registration without having sufficient funds available to pay their fees. The payment instructions are in each term's class offering booklet.
2. Any check issued to the University in payment of fees, or to be cashed for personal convenience, must be paid upon presentation to the bank on which it is drawn. A student who issues a check on a bank without having sufficient funds on deposit in that bank has violated the statutes of the State of Georgia and may be prosecuted.
3. All fines for violations of the rules related to parking and traffic, and charges related to the library and other facilities such as laboratory breakage, etc., must be paid promptly. Those students having outstanding obligations will not be allowed to enroll in subsequent terms.
4. Misuse of an I.D. card may result in suspension from classes of all involved students.
5. Students who have secured short term loans must have this obligation paid in full according to the terms agreed upon with the Loan Officer to avoid suspension or possible cancellation of the term's registration.
6. Students who misrepresent the facts pertaining to their qualifications to live off-campus may be suspended from classes. In each instance, students will be given proper notice to comply with the housing regulations before action is taken to effect cancellation of their registration.
7. The University reserves and intends to exercise the right to withhold copies of education records and/or to cancel enrollment of students who owe the University money.

DRUG-FREE WORKPLACE

Valdosta State University, as a senior unit of the University System of Georgia and recipient of federal funds, supports and complies with the Drug-Free Workplace Act of 1988 and the Drug Free Schools and Communities Act of 1989.

Faculty, staff, and students of Valdosta State University are advised that the unlawful manufacture, distribution, dispensation, possession or use of illicit drugs and alcohol is prohibited, and violations of this policy will result inn appropriate disciplinary action, to include suspension or termination.

Faculty, staff, and students are expected to adhere to the policies of the institution, observe the basic rules of good conduct, and observe all local, state, and federal regulations relative to illegal drugs and alcohol. Violations of such regulations, including misdemeanor or felony convictions during the course of one's employment or enrollment, will result in appropriate disciplinary action.

This policy is subject to modifications, and any changes will be publicized. Questions regarding this matter may be directed to the Office of Human Resources or the Office of the Vice President for Student Affairs.

ACADEMIC DISHONESTY

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the *Student Code of Conduct* and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. Appendix A of the *Student Code of Conduct* in the *VSU Student Handbook* outlines academic integrity violations as well as the academic response and disciplinary response to such violations <http://www.valdosta.edu/studentaffairs/StudentHandbook.shtml>. The online *VSU Student Handbook* reflects the most current policy on academic integrity. Academic integrity violations may result in suspension or expulsion from the university. Additional information on academic integrity as well as resources for faculty and students can be found at the Academic Affairs website: <http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>.

Plagiarism

Plagiarism is defined as "the copying of the language, structure, ideas, or thoughts of another and passing off same as one's own, original work." The violation, then, consists of both copying and misrepresenting the material in question. When a student places his or her name on any kind of work, he or she claims responsibility for the originality of the contents except for those parts that are specifically attributed to another or that are considered common knowledge. If a student has consulted any outside source, whether published or not, and has incorporated any of its "language, structure, ideas, or thoughts" into his or her work without acknowledging that source, he or she may be guilty of misrepresenting the work's originality. When paraphrasing material

from an outside source, the student must change both the sentence structure and the vocabulary (where possible) in expressing the original material in his or own words. Any instance where the "language, structure, ideas, and/or thoughts" have been borrowed from another's work, paraphrased or not, without proper reference/citation, the act constitutes plagiarism on the part of the writer.

For a more detailed discussion of this issue that includes numerous examples, please consult the Valdosta State University *Thesis and Dissertation Guide*, available from the Graduate School.

Inappropriate Use of University Computing Facilities

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

THE UNIVERSITY SYSTEM OF GEORGIA

The University System of Georgia includes all state-operated institutions of higher education in Georgia—four research universities, two regional universities, thirteen senior colleges, and fifteen junior colleges. These thirty-four public institutions are located throughout the state. A fifteen-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members–five from the state-at-large and one from each of the state's Congressional Districts–are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System. The overall programs and services of the University System are offered through three major components: Instruction, Research, and Public Service and Continuing Education

Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates. Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations, conducted on campuses and at many off-campus locations, cover a large number and a variety of matters related to the educational objectives of the institutions and to general societal needs. Most of the research is conducted through the research universities; however, some of it is conducted through several of the other institutions.

Public Service and Continuing Education consists of non-degree activities, primarily, and special types of university-degree-credit courses. The non-degree activities are of several types, including short courses, seminars, conferences, lectures, and consultative and advisory services, in a large number of areas of interest.Typical university-degree-credit public service/continuing education courses are those offered through extension center programs and teacher education consortia.

The policies of the Board of Regents for the government, management, and control of the University System and the administrative actions of the Chancellor provide autonomy of high degree for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board. State appropriations for the University System are requested by, and are made to, the Board of Regents. Allocation of the appropriations are made by the Board. The largest share of the state appropriations–approximately 52%–is allocated by the Board for instruction.

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 31907
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	Clarkeston 30021
Gainesville College	A	Gainesville 30503
Gordon College	h, A	Barnesville 30204
Middle Georgia College	h, A	Cochran 31013
South Georgia College	h, A	Douglas 31533
Waycross College	A	Waycross 31501

VALDOSTA STATE UNIVERSITY
OFFICERS OF ADMINISTRATION

PRESIDENT'S OFFICE

To Be Announced .... President
Thressea H. Boyd, B. A. .... Assistant to the President
for Communications
Kristina M. Cragg, B.A., M.S., Ph. D. .... Assistant to the President for
Strategic Research and Analysis
Laverne Lewis Gaskins, B. A., M. Ed., J. D. .... University Attorney
Jeanne R. Severns, B. B. A., M. B. A., C. P. A. .... Director of Internal Audits
Ann Lacey, B. A. .... Director of Special Events

ACADEMIC AFFAIRS

Louis Levy, B. S., M. A., Ph. D. .... Vice President for Academic Affairs
Sharon L. Gravett, B. A., M. A., Ph. D. .... Assistant Vice President
for Academic Affairs
Honey L. Coppage .... Assistant to the Vice President
and Custodian of Records
Ivan Nikolov, B.S., M.Ec., Ph.D., M.S., Ph.D. .... Director, Center for International
Programs
Barbara H. Gray, B. S., M. P. H. .... Director of Grants and Contracts
Lee Bradley, A. B., M. A., ❦ .... Editor, VSU Catalogs

COLLEGES AND DIVISIONS

To Be Announced .... Dean, College of Arts and Sciences
L. Wayne Plumly, Jr., B. A., M.A., Ph.D. .... Acting Dean, Dean, Harley Langdale, Jr.
College of Business Administration
Philip L. Gunter, B. S., M. A. Ed. S., Ph. D. .... Dean, James L. and Dorothy H. Dewar
College of Education
John C. Gaston, , B. A., M. Ed., Ph. D. .... Dean, College of the Arts
Anita G. Hufft, B. S. N., M. N., Ph. D., R. N. .... Dean, College of Nursing
Karla M. Hull, B. S., M. S., Ed. D. .... Acting Dean, Graduate School
Martha M. Giddings, B. A ., M. S. W., Ph. D. .... Director, Division of Social Work

LIBRARY

George R. Gaumond, B. A., M. S., Ph. D. .... University Librarian
Betty D. Paulk, B. S., M. S., M. Ed., Ph. D. .... Associate University Librarian
Sherrida J. Crawford, B. S., M. L. S. .... Automated Systems Librarian
Tamiko Lawrence, B. S., M. S. L. S. ....Collection Development Librarian
Maureen J. Puffer-Rothenberg, B. A., M. L. S. .... Catalog Librarian
Alan Bernstein, B.A., M.Ed., M.A., M.L.I.S. .... Circulation Librarian
Jack R. Fisher, B.S., M.S., M.A. .... Acquisitions Librarian

Cliff Landis, B.A., M.L.I.S. .... Reference Librarian
Deborah J. Van Petten, B. A., M. L. S. .... Reference Librarian
Denise L. Montgomery, B. A., M. S. .... Reference Librarian
Deborah S. Davis, B. A., M. A. T., M. L. S. .... Archivist
Kenneth A. Smith, B. A., M. L. I. S. .... Reference Librarian
Steve A. Scheuler, B. A., M. A., M. L. S. .... Kings Bay Resource Center Manager
Guy V. Frost, B. M. E., M. M. E., M. L. S., Ed. S. .... Serials and Government
Documents Librarian
Shilo Smith, B.S., M.L.I.S. .... Reference Librarian
Emily C. Rogers, B.A., M.A., M.L.I.S. .... Reference Librarian
Laura B. Wright, B. S., M.S.L.S. .... Reference Librarian

REGISTRAR
Charles L. Hudson, B.A., M. S. .... Registrar
Karen M. Shepard, B. G. S. .... Associate Registrar
Patrick McElwain, B. A. .... Associate Registrar
Sabrina Daniels, B.B.A. .... Assistant Registrar
Christy Grimes, B.A., M.A. .... Assistant Registrar
Stanley Jones, B. A., M.P.A. .... Assistant Registrar

EQUAL OPPORTUNITY PROGRAMS AND MULTICULTURAL AFFAIRS
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ADVANCEMENT AND DEVELOPMENT
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Mary B. Gooding, B. S. .... Director of Marketing and Community Relations
Bonnie Martin, B. B. A., M. Acc. .... Director of Accounting
J. Jeffery Grant, B. F. A. .... Director of Publication and Design Services
Sandra J. Fletcher, B. A. .... Major Gifts and Planned Giving Officer
Kerry W. Morris, B. A. .... Corporate Relations Officer
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Paul E. Worth, B. S. .... Network Coordinator

Clayton P. Brady, B. S. .... Systems Coordinator/Postmaster
Andrew R. Fore, B. S. .... Systems Support Specialist/Webmaster
Beatriz Potter, B. S., M. Ed. ....Instructional Support Specialist

GRADUATE ADMISSIONS
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Teresa Williams, B. B. A., M. P. A., M. A. .... Administrative Coordinator
Margaret H. Giddings, B.S. ....Graduate Admissions Coordinator
Carolyn Howard .... Admissions Specialist
Betty Rowland ....Admissions Specialist

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Richard Lee, B. F. A., M. P. A .... Assistant Dean of Students for Student Conduct
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Marci Hall, B.A., M.S. .... Career Counselor
DeLois Hargett, B. A., M. P. A. .... Employer Relations Coordinator
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Sandra Griffin, B. S. .... Assistant Director of Financial Aid for Loans
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Michael Lee, B. S. ....Operations Manager for Financial Aid
Wanda DeWeese, B. S. .... Financial Aid Counselor & Scholarship Coordinator
William Moore, B. A., M. P. A. .... Student Employment Coordinator
Kimberly Perry, B. F. A. ....Financial Aid Counselor
Kelly Kirkpatrick, B. B. A. .... Loan Counselor
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Leah McMillan, B.A., M.S .... Counselor

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Teddi Walker, B. S., M. Ed. .... Assistant Director of Residence Life
Brett Logan, B. S., M. S. .... Residence Education Coordinator
Liz Powell, B. S., M. Ed. .... Complex Director
Erin Sandonato, B. A., M. Ed. .... .Complex Director
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Njeri Pringle, B.A., M. S. .... Residence Hall Director
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Susanna Dover, B. A. .... Event Services Operations Manager,
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Brian Roberts, B. A. .... Student Life Recreation Coordinator
John Wright, B. F. A., M. P. A. .... Assistant Director of Student Life
Galen Martin B. S., M. S. .... Assistant Director of Outdoor Recreation
Kristin Noble, B.S., M. A. .... Assistant Director of Intramural and Club Sports
Shawn Phippen, B. S., M. S. .... Assistant Director of Fitness and Facilities
Marty Spells .... Assistant Director of Campus Recreation
Richard Hammond, B. S., M. S. .... Director of Campus Recreation
Holly Wright, B. S., M. S., M. S. .... Director of Health Promotions
Kimberly Tanner, B. A., M.S., Ed.D. .... Director, Assess Office for Students
with Disabilities
Erin Salmon, B. S. Ed. .... Coordinator for Deaf and Hard-of-Hearing Services
Mike McKinley, B. B. A., M. P. A., M. S. .... Coordinator of Assistive Technology

FINANCE AND ADMINISTRATION

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Traycee Martin, B.B.A. .... Director of Financial Services
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Robert Kellner, B.S., M. Ed., M.P.A. .... Director of Auxiliary Services
Scott Doner, B.S.C.J., M.S.C.J .... Director of Public Safety
Raymond Sable, B.Arch., M.S. ..... Director of Plant Operations and Facilities Planning
Robert DeLong, A. A. .... Director, Environmental and Occupational Safety
Bob Green, B.B.A. .... Bursar
Gregory K. Gordon, B.S.I.M., M.Tx. .... Associate Director, Plant Operations
Thomas Hardy, B.A., M.S., Ed.D. .... Director of Housing and Residence Life
Gary Kuhlmann, B.S. .... Assistant Director for Maintenance
Bethanie Bass, B.S., B.A. .... Director of University Stores
Rebecca Murphy, B.S., M.S. .... Assistant Director of Human Resources
Timothy B. Murphy, B.B.A., M.P.A. .... Assistant Director, Auxiliary Services
Machelle Powell, B.A. .... Payroll Manager

Jill F. Rountree, B.F.A., M.Ed. .... Director, Parking and Transportation
Robert Tindall, A.A.S., A.D. .... Associate Director, Facilities Planning
Buzzy Wynn, B.S. .... Manger, Central Warehouse
Christy Coon Yates, B.S., M.A., Ph.D. .... Assistant Director of Human Resources

ATHLETICS
Herb Reinhard, B. A., M. A. ....Director of Athletics
     Mary Frances Hightower .... Senior Secretary
     Debbie Wisenbaker .... Administrative Coordinator
Whit Chappell, B. S., M. Ed. .... Director of Athletic Development
Caren Walls, B.S., M.S. ....Assistant Athletic Trainer
Michael Doscher, B. S., M. S. .... Strength and Conditioning Coordinator
Amy Fenolia, B.F.A., M.Ed. .... Director of Ticketing and Game Operations
Todd Guilliams, B.S., M.S. .... Coordinator of Athletic Academic Services
Russ Hoff, B. S., M. S. ....Director of Sports Medicine
Tom Hughes, B.S., M.Ed. .... Director of Marketing and Athletic Sales
Shawn Reed, B. A., M. S. .... Sports Information Director
Jessica Steadman, B.A. .... Assistant Sports Information Director
Bobby Tucker, B.S., M.S. .... Director of Compliance and Academic Services
Coaches:
Craig Barnes, B.S., M.Ed. .... Head Coach, Cross Country
Joe Cauthen, B.S.Ed., M.S. .... Assistant Coach, Football
Earl Chambers, B.A. .... Assistant Coach, Football
James Colzie, B.S., M.Ed. .... Assistant Coach, Football
David Dean, B. B. A. .... Head Coach, Football
David Elsenrath, B.S., M.Ed. .... Assistant Coach, Football
Edward Faulkner, B.A. .... Assistant Coach, Football
Kelli Fields, B.F.A. .... Head Coach, Dance Team
Nick Gast, B.S., M.Ed. .... Assistant Coach, Men's Basketball
Greg Guilliams, B. A., M.S. .... Head Coach, Baseball
Todd Guilliams, B.S., M.S. .... Assistant Coach, Baseball
John Hansen, B. B. A., M. Ed. .... Head Coach, Tennis
Jennifer Head, B.A., M.Ed. .... Assistant Coach, Women's Basketball
                                                 and Senior Woman Administrator
Mike Helfer, B. A., M.A. .... Head Coach, Men's Basketball
Kiley Hill, B. S., M. Ed. .... Head Coach, Women's Basketball
Maurice Linquist, B.S. M. Ed. .... Assistant Coach, Football
Thomas Macera, B. S., M.Ed. .... Head Coach, Softball
Sia Poyer, B. S., M.S. .... Head Coach, Volleyball
Jared Purvis, B. S. .... Head Coach, Golf
Todd Smoot, B.A. .... Head Coach, Cross Country
Dante Tennant, B.A. .... Head Coach, Cheerleading

THE GRADUATE FACULTY

(verified at press time, April 2008)

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.

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.

ANDREWS, Shirley P. .... **Associate Professor of Early Childhood and Special Education**
B.S., M. Ed. Mississippi State University; Ed.D., Valdosta State University; 1999; 2005.

ANDREWS, Stanley C. .... **Professor of Kinesiology and Physical Education**
B.S., M.Ed., Mississippi State University; Ed.D., University of Mississippi, 1991; 2002.

ARGYLE, Nolan J. .... **Professor of Political Science and Dean of Faculty, Kings Bay Center**
B.S., Weber State College; M.A., University of Utah; Ph.D., Johns Hopkins University; 1989; 1994.

ARONSON-FRIEDMAN, Amy .... **Associate Professor of Modern and Classical Languages**
B.A., George Washington University; M.A., Middlebury College; M.A., Georgia Southern University; Ph.D., Temple University; 2002; 2007

BACKES, Charles E. .... **Professor of Adult and Career Education**
B.S., M.S., Ph.D. Louisiana State University; 1993; 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. .... **Professor of Political Science**
B.A., University of Cape Coast; M.P.A., University of South Alabama; Ph.D., University of Georgia; 1993; 2008.

BARACSKAY, Daniel .... **Assistant Professor of Political Science**
B.A., M.A, University of Akron; M.B.A., Cleveland State University; M.A., Ph.D. University of Cincinnati; 2005.

BARNAS, Frank .... **Professor of Communication Arts**
B.J. University of Missouri; M.F.A. University of Texas; 1997; 2008.

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.

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.

BENTON, Melissa J. .... **Assistant Professor of Nursing**
    B.S.N., M.S.N., California State University; Ph.D., Arizona State University; 2006.

BHASIN, Archna .... **Assistant Professor of Biology**
    B.A., University of Texas; Ph.D., University of Wisconsin; 2006.

BIDDIX, J. Patrick .... **Assistant Professor of Curriculum, Leadership, and Technology**
    B.A., University of Tennessee; M.A., University of Mississippi; Ph.D., University of Missouri-St. Louis; 2006

BLACKMORE, Mark S. .... **Professor of Biology**
    B.S., Michigan State University; M.S., Auburn University; Ph.D., University of Utah; 1996; 2006.

BLOCK, Mary .... **Assistant Professor of History**
    B.A., Murray State University; M.A., University of Louisville; Ph.D., University of Kentucky; 2005.

BRASELL, Heather .... **Associate Professor of Middle, Secondary, Reading, and Deaf Education**
    B.S., University or Canterbury; B.A., University of Queensland; M.S., James Cook University; Ph.D., University of Florida; 2004; 2008.

BRASHIER, Joe H. .... **Professor of Music and Director of Bands**
    B.M.E., M.M.Ed.,University of Southern Mississippi; D.M.A., University of Kansas; 1998; 2007.

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BROCKMEIER, Lantry L. .... **Associate Professor of Curriculum, Leadership, and Technology**
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BROVEY, Andrew J. .... **Associate Professor of Curriculum, Leadership, and Technology**
    B.A., B.S., Bloomsburg State College; M.S., Ed.D., Lehigh University; 1996; 2000.

BROWN, Byron K. .... **Professor of English and Director of the University Honors Program**
    B.A., M.A., Valdosta State College; Ph.D., University of Florida; 1984; 1994.

BROWNE, Blaine L. .... **Associate Professor of Psychology and Counseling**
    B.A., Florida State University; M.S., University of Central Oklahoma; Ph.D., Oklahoma State University; 2002; 2006.

BUEHRER, David J. .... **Professor of English**
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BYFORD, Jeffrey M. .... **Assistant Professor of Middle Grades and Secondary Education**
B.S., M.Ed., Ph.D., University of Oklahoma; 2005

BYRD, Melanie Sue .... **Professor of History**
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CAMPBELL, Charles R. .... **Professor of Early Childhood and Special Education**
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CAMPBELL, Jonathan L. .... **Associate Professor of English**
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HEDGEPETH, David J. .... **Associate Professor of Early Childhood and Special Education**
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HUFFT, Anita G. .... **Professor of Nursing and Dean, College of Nursing**
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JACOBSEN, Karen J. .... **Associate Professor of English**
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JAMES, Christine A. .... **Associate Professor of Philosophy**
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