



2013-2014  
Graduate Catalog

*Revised June 2013*

**The Graduate School**

Valdosta State University

Valdosta, GA 31698

Telephone 229.333.5694

**A REGIONAL UNIVERSITY OF THE UNIVERSITY SYSTEM OF GEORGIA**

# ACADEMIC CALENDAR

## FALL 2013 THROUGH SUMMER 2014

### FALL 2013

Mon, Aug 12	First Class Day
Mon, Sep 2	Labor Day Holiday
Thurs, Oct 3	Midterm
Mon-Fri, Nov 25-29	Thanksgiving Holidays
Mon, Dec 2	Last Class Day
Tues, Dec 3	Examination Preparation Day
Wed-Fri, Dec 4-6	Semester Final Examinations
Friday, Dec 6	Graduate School Graduation
Sat, Dec 7	Undergraduate Graduation

### SPRING 2014

Mon, Jan 13	First Class Day
Mon, Jan 20	MLK, Jr. Holiday
Thurs, Mar 6	Midterm
March 17-21	Spring Break
Mon, May 5	Last Class Day
Tues, May 6	Examination Preparation Day
Wed-Fri, May 7-May 9	Semester Final Examinations
Fri, May 9	Graduate School Graduation
Sat, May 10	Undergraduate Graduation

### SUMMER 2014

#### Maymester (Summer I)

Thurs, May 15	First Class Day – Maymester
Mon, May 26	Memorial Day-Holiday
Tues, May 27	Midterm
Thurs, Jun 5	Last Class day
Fri, Jun 6	Final Examinations

#### Summer II (full term)

Wed, Jun 11	First class day
Thurs, Jul 3	Midterm
Fri, Jul 4	Holiday; No Classes Meet
Mon, Jul 28	Last Class Day
Wed-Thurs, Jul 30-31	Final Examinations
Sat, Jul 27	Graduation

#### Summer III

Wed, Jun 11	First class day
Fri, Jun 20	Midterm
Wed, Jul 2	Last class day
Thurs, Jul 3	Final Examinations

#### Summer IV

Mon, Jul 8	First class day
Fri, Jul 17	Midterm
Tues, Jul 29	Last class day
Wed, Jul 30	Final Examinations
Sat, Aug 2	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 Colonial 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.

Approved by the Institutional Planning Committee November 18, 1999; Approved by the Faculty Senate February 17, 2000; the revision was approved February 2002. Subsequent revisions approved by the VSU Faculty in January 2007 and approved by the USG Board of Regents in June 2007.

## **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 Registrar's Office. It is especially important that all students note that it is their individual and personal responsibility to keep themselves apprised of current graduation requirements for their particular degree program.

## **ACCREDITATION AND MEMBERSHIPS**

Valdosta State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, bachelor's, master's, educational specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of VSU.

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.

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

The Athletic Training Education Program is accredited by the Commission on the Accreditation of Athletic Training Education.

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

The Dewar College of Education and Human Services maintains accreditation with the National Council for Accreditation of Teacher Education, and all of its individual educator preparation programs are approved by the Georgia Professional Standards Commission. Specific questions concerning teacher certification should be directed to the appropriate department. The master's program in communication disorders is nationally accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association, and the master's program in school counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs.

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

The Marriage and Family Therapy Master's Program 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.

The College of Education and Human Services also houses graduate programs that are nationally recognized by specialized professional associations:

- Instructional Technology-Technology Applications and Instructional Technology [Ed.S.] (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)
- Reading Education (International Reading Association)
- School Psychology (National Association of School Psychologists),
- 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 Library and Information Science Program is accredited by the American Library Association.

# THE GRADUATE SCHOOL

*Dr. James LaPlant, Interim Assistant Vice President for Research and Graduate Dean*

## MISSION STATEMENT

The mission of the Graduate School at Valdosta State University is to support graduate education and associated scholarly activities. Graduate degrees conferred and the level of research conducted will be consistent with a regional university as defined by the Georgia University System Board of Regents.

Graduate instruction will be carried out in a manner that provides a solid foundation for continuous learning as our students grow as scholars and professionals. Valdosta State University Graduate School will provide programs that meet the identified needs of the citizens within its 41-county service area.

The Graduate School will cultivate a supportive environment for research, scholarly activities, and other creative endeavors that are integral to successful graduate programs. Working through the Office of Sponsored Programs and Research Administration, we will support graduate faculty and students in obtaining external funds for research, instructional and curriculum development, and scholarship.

## GRADUATE PROGRAMS

Valdosta State University offers over 56 graduate programs and degrees in on-campus, online, and hybrid delivery formats. Descriptions of these programs can be found in this catalog. Specific information about each program's admission requirements, policies, and graduation requirements is available at <http://www.valdosta.edu/academics/graduate-school/our-programs>.

Additionally, Valdosta State University provides several fully online, collaborative education programs through partnerships with other USG institutions. Information on these programs is located throughout this catalog and online at <http://www.valdosta.edu/colleges/education/deans-office/online-programs>.

## APPLICATION PROCEDURES

After successfully completing a university program at the undergraduate level for a master's-level program, or at the appropriate graduate level for education specialist and doctoral programs (as evidenced by receipt of a degree from a regionally accredited institution), a person may be considered for admission to the Graduate School at Valdosta State University. Please submit all application-related materials to:

### **The Graduate School**

Valdosta State University  
1500 North Patterson Street  
Valdosta, GA 31698-0005

Please consult our programs page for a list of specific requirements for each program (<http://www.valdosta.edu/academics/graduate-school/our-programs>). General requirements are as follows:

**1. Applicants must complete the online Graduate Application and fee.** Visit the Graduate School homepage at <http://www.valdosta.edu/academics/graduate-school> and click *Apply Now*.

**2. Official Transcripts**

Applicants must submit an official transcript from each previously attended institution (including transfer credit). Applicants must include a final college transcript including date of degree from a regionally accredited institution. Applicants may be accepted pending graduation if their degree will be awarded after the admissions deadline but before enrollment.

**Please note:** the M.A.T. in Special Education requires two transcripts from each institution attended.

### 3. Official Test Scores

Applicants should select the appropriate entrance examination from the options available for their degree program. All programs do not accept all tests. Visit the Degrees and Programs page to see if test scores are necessary for your program and, if so, which tests are required:

<http://www.valdosta.edu/academics/graduate-school/our-programs>.

The Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), or Miller Analogies Test (MAT) scores are considered official when they are sent directly to the Graduate School from the Educational Testing Service (GRE), the Graduate Management Admissions Council (GMAT), or Pearson Publishers (MAT). Scores are only retained by the testing service for a period of five years. If the applicant's test date is over five years old and scores cannot be obtained directly from the testing service, the applicant may contact another institution to which the scores have been previously submitted to request confirmation of the scores. Confirmation may come in the form of a letter from the institution providing the score(s) and the test date or an official transcript with the scores printed on the document. 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 admissions test scores.

### 4. Language Proficiency Requirement

Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents: official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), or proof of having completed ELS Language Centers' level 109. Minimum acceptable scores on the TOEFL are:

- 523 on the paper-based test
- 193 on the computer-based test
- 70 on the internet-based test.

The minimum acceptable score on the IELTS is 6.0.

Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement.

### 5. Supplemental Materials

Many degree programs on campus have supplemental application requirements. Examples include but are not limited to: recommendations, letters of support, Ed.D. Letter of Support Form, Ed.S. Letter of Assurance Form, written statements, goal statements, essays, résumés, and more. Applicants should refer to the admission requirements for their program for specific requirements. Required forms are available at <http://www.valdosta.edu/academics/graduate-school/our-programs>.

### 6. Medical Form

The VSU Medical Form, also known as the Certificate of Immunization or Health Form, must be completed and signed by the applicant. The completed form must be received before enrollment. The Certification of Health Care provider section must be completed and signed by a health official and must include dates of immunization, dates of the diseases, or date of immune titer. The student must complete the Student Information Section and sign the second page of the document. Immunization records from other institutions are accepted; however, VSU's form with the student information, along with signature, must be submitted.

**Exceptions:** Former and current VSU students are exempt from submitting this document. Online students must submit the distance learning exemption of the medical form. Visit your program information page to see if your program qualifies for the distance learning exemption: <http://www.valdosta.edu/academics/graduate-school/our-programs>.



VSU reserves the right to verify all application materials submitted. This includes contacting recommendation sources to verify authorship or requesting additional documentation of test scores or transcripts, if needed. Once an application has been submitted, applicants can check graduate application status online. Visit the online Application Status Check at <https://www.valdosta.edu/forms/new-students/information.php>.

## VERIFICATION OF LAWFUL PRESENCE

The Board of Regents of the University System of Georgia (USG) has recently instituted new policies that affect all applicants who seek in-state tuition at USG institutions. Effective Fall 2011, individuals must submit documentation of US citizenship or permanent residency before being considered for in-state tuition.

The following documents serve as proof of lawful presence in the United States. One of the following is required before you are eligible for in-state tuition:

- Your completed FAFSA for the current or next financial aid year. Lawful presence can be determined through this process.
- A certified US birth certificate showing the applicant was born in the US or a US territory. Photocopies are not acceptable.
- Copy of a current US passport.
- Copy of a current driver's license issued by the state of Georgia after January 1, 2008.
- Copy of a US certificate of naturalization.
- Copy of a US certificate of citizenship.
- A US certificate of birth abroad issued by the Department of State or a consular report of birth abroad.

Please note: Any applicant whose status cannot be verified is not eligible for in-state tuition regardless of how long he or she has lived in Georgia.

## INTERNATIONAL APPLICANTS

Valdosta State University welcomes applications from international students. At VSU, international students are defined as citizens of countries other than the United States who require a valid visa in order to study in the US. International students who require a visa are not eligible for non-degree or irregular admission. Please note: online programs do not qualify for issuance of an I-20 student visa per Department of Homeland Security guidelines. To be considered for admission, international students must submit the following materials to:

### **The Graduate School**

1500 N. Patterson Street  
Valdosta State University  
Valdosta, GA 31698-0005 USA

#### **1. A completed Graduate Application for Admission/Readmission and application fee.**

Applications may be submitted online. Visit <http://www.valdosta.edu/academics/graduate-school/> and click on [Apply Online](#). International applicants who are unable to submit the application fee online may submit a paper application. To obtain a paper application, international applicants may request a paper application from the Graduate School at <http://www.valdosta.edu/academics/graduate-school/> or in writing.

#### **2. A course-by-course evaluation of international transcripts conducted by an international education evaluation service in the USA must be completed.**

Web site links for this service may be obtained through the Graduate School or Office of International Programs. Fees for this service are to be paid by the applicant. Official original language transcripts are not required by the Graduate School. Some academic programs require the official original language transcripts. Please check program requirements for each program's policy.

- 3. Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents:** official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), or proof of having completed ELS Language Centers' level 109.

Minimum acceptable scores on the TOEFL are:

- 523 on the paper-based test
- 193 on the computer-based test
- 70 on the internet-based test.

The minimum acceptable score on the IELTS is 6.0.

Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement.

- 4. Applicants should select the appropriate entrance examination from the options available for their degree program.** All programs do not accept all tests. Visit the Degrees and Programs page to see if test scores are necessary for your program and, if so, which tests are required:

<http://www.valdosta.edu/academics/graduate-school/our-programs/>. The Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), or Miller Analogies Test (MAT) scores are considered official when they are sent directly to the Graduate School from the Educational Testing Service (GRE), the Graduate Management Admissions Council (GMAT), or Pearson Publishers (MAT). 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 admissions test scores. Information on the administration of these tests is available from US embassies, from American Cultural Centers, or online at <http://www.gre.org>, <http://www.mba.com>, or <http://www.milleranalogies.com>.

- 5. A completed Certificate of Finances statement guaranteeing that the student will have \$22,207 US (for nine months) available for personal and educational expenses.** The Certificate of Finances form is available from the Graduate School. Visit <http://www.valdosta.edu/academics/graduate-school/our-programs/graduate-application-related-forms.php>.

#### **6. Supplemental Materials**

Many degree programs on campus have supplemental application requirements. Examples include but are not limited to: recommendations, letters of support, Ed.D. Letter of Support Form, Ed.S. Letter of Assurance Form, written statements, goal statements, essays, résumés, and more. Applicants should refer to the admission requirements for their program for specific requirements. Required forms are available at

<http://www.valdosta.edu/academics/graduate-school/our-programs/graduate-application-related-forms.php>.

#### **7. Medical Form**

The VSU Medical Form, also known as the Certificate of Immunization or Health Form, must be completed and signed by the applicant. The completed form must be received before enrollment.

The Certification of Health Care provider section must be completed and signed by a health official and must include dates of immunization, dates of the diseases, or date of immune titer. The student must complete the Student Information Section and sign the second page of the document. Immunization records from other institutions are accepted; however, VSU's form with the student information, along with signature, must be submitted.

Former and current VSU students are exempt from submitting this document.

When all requirements are received, the academic program will evaluate the applicant's credentials and render an admission decision. The applicant will be notified of the University's decision by mail and, if admitted, will be issued an I-20 immigration form. This form must be taken to the nearest US embassy or consular office, which will issue a visa for entry to the United States. Because of Homeland Security guidelines, student visas cannot be issued for online programs. Individuals living and working in the US whose visa status permits graduate enrollment and who do not require a student visa may be considered for admission. For further instructions on the visa process, please consult the International Programs website: <http://www.valdosta.edu/iss>.

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, USA.

## **NON-DEGREE-SEEKING APPLICANTS**

Applicants who wish to take graduate courses but do not intend to pursue a degree may be considered for non-degree seeking admission status such as add-on certification, an endorsement, certificate renewal, or for personal enrichment. Non-degree seeking applicants must submit:

- 1. The completed Graduate Application for Admission/Readmission Form and the application fee.**
- 2. One of the following as proof of an undergraduate degree:**
  - a. A copy of a transcript from an accredited or approved institution indicating that a baccalaureate degree has been completed; or
  - b. A copy of a clear/renewable teaching certificate of a type which requires a baccalaureate degree for its issuance.
- 3. The completed VSU Medical Form (prior to enrollment).** Students enrolling in face-to-face courses must complete the immunization record and have the document certified by a health care provider. Students enrolling in only online courses should complete the Student Information Section and Distance Learning Exemption portions of the form. Former and current VSU students are exempt from resubmitting this form.

Some add-on and endorsement programs may have additional admission requirements. Applicants should check the non-degree admission requirements for that major to determine if any additional documents are required. Please check program requirements for additional information: <http://www.valdosta.edu/academics/graduate-school/our-programs/>. Please note: non-degree students are not eligible for financial aid.

## **TRANSIENT STUDENTS**

Individuals enrolled as graduate students in good standing at another regionally accredited college or university may be accepted on a transient basis.

Transient students must submit:

- 1. The completed Graduate Application for Admission/Readmission Form and application fee.**
- 2. A letter of good standing from their institution.**
- 3. The completed VSU Medical Form (prior to enrollment).** Students enrolling in face-to-face courses must complete the immunization record and have the document certified by a health care provider. Students enrolling in only online courses should complete the Student Information Section and Distance Learning Exemption portions of the form. Former and current VSU students are exempt from resubmitting this form.

Some graduate programs may not consider transient requests. Contact the Graduate School to determine eligibility.

## **COLLABORATIVE ONLINE EDUCATION PROGRAMS**

Valdosta State University provides several fully online programs through collaborations with other USG institutions. Formerly known as GeorgiaOnMyLine programs, the collaborative online education programs include:

- Master of Arts for Teachers (M.A.T.) in Special Education-General Curriculum
- Master of Arts for Teachers (M.A.T.) in Special Education-Adapted Curriculum
- Master of Education (M.Ed.) in Curriculum and Instruction: Accomplished Teaching
- Master of Education (M.Ed.) in Middle Grades Math/Science
- Education Specialist (Ed.S.) in Teacher Leadership
- Gifted In-Field Endorsement
- Online Teaching Endorsement
- Certificate in Online Teaching

Visit <http://www.valdosta.edu/colleges/education/deans-office/online-programs/>.

These programs provide opportunities for graduate education in an online learning environment. The tuition cost for these programs is a flat e-tuition rate of \$385 per credit hour. The programs consider applications each semester. Students in collaborative online education programs are subject to the policies and guidelines governing academic standards, appeals, and progress outlined in subsequent pages of the catalog.

## **APPLICATION POLICY**

### **Application Fee**

The application fee is non-refundable. This rule includes, but is not limited to, the following cases: an applicant is denied, an applicant does not complete the application process, the applicant applies to a program for which he or she is ineligible, or the admitted applicant does not enroll as a student.

### **Retention of Documents by the Graduate School**

All documents and materials submitted for a graduate application at VSU become the property of the University and will not be returned. Application materials submitted without an application are retained for a period of two years. Application materials for incomplete applications, denied applicants, and admitted applicants who did not enroll are retained for a period of three years. Application records for students who enroll are retained for a period of seven years from the date of last enrollment.

### **Changes to Applications**

Applicants who wish to change their desired term, program, or major following submission of an application may do so in some circumstances. Applicants are permitted one update or change per application. Subsequent changes in term, program, or major will require a new application and application fee.

Admitted applicants should be aware that any offer of admission is valid for that semester only (as notated in official acceptance letter). Admitted applicants who do not begin taking courses for the semester they are admitted must contact the Graduate School to request a change in the semester prior to the admission deadline of that semester. Deferment of admission is not guaranteed and will be evaluated on a case-by-case basis.

Applications to the M.Ed. in Curriculum and Instruction and to the M.Ed. in Middle Grades Math/Science follow the guidelines below:

- Quick Admitted applicants who do not enroll may update their applications for a future term. All requirements for Full Semester Two admission must be submitted to be reviewed for the updated term. Quick Admission is only offered one time per student per program.

- Quick Admitted applicants who enroll but do not complete requirements for Full Semester Two admission before the deadline may be updated for Full Semester Two review for a future semester. Quick Admission is only offered one time per student per program.
- Applications that are incomplete for Quick Admission review can be updated to a future semester. One update is permitted per application.
- Applicants accepted for both Quick Admission and Full Semester Two review who do not enroll either semester may update their application for a future semester.

Please contact the Graduate School for further information on application updates and eligibility.

## ADMISSION AND READMISSION

Official acceptance or denial is verified by a letter from the Graduate School. Students can check the progress of their application by going to the Graduate School homepage at <http://www.valdosta.edu/academics/graduate-school/> and selecting the application status feature. Students who were previously enrolled but have not been in attendance within the last three semesters must apply to the Graduate School for readmission. Former students who completed graduate degrees at VSU and who wish to seek another graduate degree at VSU must submit a new Graduate Application for Admission/Readmission and fee. In addition, they should check with the Graduate School to determine what, if any, previously submitted materials are on file. Students seeking to change graduate programs must submit a new application and fee.

## GRADUATE ADMISSION APPEALS PROCESS

Any applicant who is denied admission to a graduate program at Valdosta State University has the right to appeal the decision.

There are three levels of appeal: (1) the department level, (2) the college level, and (3) the Graduate School level. The Graduate School will not hear an admission appeal unless the applicant has exhausted the appellate procedures in the department and college and has been unable to reach a satisfactory resolution of the problem. A denied applicant must initiate the appeal within 30 days of the date noted on the official denial letter sent by the Graduate School.

Please visit the Graduate School website for details on the appeals process: <http://www.valdosta.edu/academics/graduate-school/appeals.php>. The applicant completes the top portion of the form and provides an explanation for the basis of the appeal. Please include any supporting documents related to the appeal. Next, the applicant must contact the program coordinator for his or her program to discuss the appeal. The applicant must be prepared to submit any additional materials needed by the department appeals committee. The applicant should submit the completed appeal form, as well as any supporting or required documents, to the Graduate School. The form will be forwarded to the appropriate department. An applicant who is denied admission by the department may appeal to the college.

Applicants whose appeals have been denied at the departmental and college levels may submit the appeal form to the Dean of the Graduate School. Once the appeals form, signed by the department head and the dean of the college (or chair of the College Graduate Appeals Committee), is received by the Dean of the Graduate School, the Dean of the Graduate School will contact the applicant to discuss the appeal. The Dean of the Graduate School will notify each applicant, in writing, of the final decision of the Graduate School.

## **GRADUATE STUDENT CLASSIFICATIONS AND ADMISSIONS CRITERIA**

Valdosta State offers several admission classifications to graduate students. Students who have met all requirements may be considered for admission. Criteria and limitations for all categories of admission are shown below.

Some colleges and departments have criteria that exceed the minimums shown below. Please visit <http://www.valdosta.edu/academics/graduate-school/our-programs/> for individual college and department listings to determine specific standards. Please note: graduate admission is highly competitive. Meeting the minimum requirements does not guarantee admission to a program.

### **REGULAR ADMISSION**

To be considered for admission as a “regular” graduate student in a master’s program, the applicant must hold a bachelor’s degree from a regionally 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, at a minimum, 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; however, some programs require minimum grade point averages that are higher than the Graduate School minimum.

Education Specialist, Doctor of Education, and Doctor of Public Administration applicants must hold a master’s degree from a regionally accredited institution. Applicants for Ed.S. and Ed.D. programs will be admitted only as “regular.”

Verification of the degree and grade point average in the form of official transcripts is required. Most degree programs require acceptable entrance exam scores on the GRE, MAT, or GMAT, and some programs have additional admission criteria, please refer to the departmental listings for all these specific requirements: <http://www.valdosta.edu/academics/graduate-school/our-programs/>.

### **PROBATIONARY ADMISSION**

Applicants who have submitted all required documents but fail to meet one or more of the criteria for regular admission may be considered for probationary admission under conditions specified at the time of admission by the academic department. Probationary admission is not guaranteed nor is it offered by all programs. Please refer to the departmental listings for specific requirements and required supplemental material. Go to <http://www.valdosta.edu/academics/graduate-school/our-programs/> and click on the program of interest.

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, and the student must meet all contingencies stipulated by the department in the acceptance letter issued by the Graduate School, in order to be reclassified as “regular” students. Probationary admission is not offered for Ed.S. or doctoral programs and is not offered for all master’s programs. Because of the highly competitive nature of admissions, probationary admission cannot be guaranteed.

For more information on financial aid requirements and eligibility, visit the Office of Financial Aid’s website: <http://www.valdosta.edu/financialaid/>.

### **IRREGULAR ADMISSION**

Applicants who have not submitted one or more of the required documents (not including transcripts) may sometimes be admitted as “irregular” to a master’s program. To be eligible for an Irregular Request, an applicant must hold a bachelor’s degree from a regionally accredited institution at the point of application and must have submitted the application and application fee, all official transcripts, and a completed Request for Irregular Admission Form prior to the admission deadline for that semester. Students in this category will not be fully admitted to a degree program until they have met all admission requirements.

Prior to the completion of 9 hours, students must submit all outstanding requirements meeting minimum standards. Once all outstanding requirements have been received, the application will be reviewed for full admission. Full admission is not guaranteed. Submission of outstanding documents is subject to deadlines for each term. Students who have not submitted all requirements will not be allowed to continue in the program. Students admitted as irregular are not eligible for financial aid or graduate assistantships. Irregular admission is not offered by all master's programs and is not offered for any Ed.S. or doctoral programs. Please contact the Graduate School or visit the Degrees and Programs page to see if a program qualifies: <http://www.valdosta.edu/academics/graduate-school/our-programs/>.

## COLLABORATIVE ONLINE EDUCATION M.ED. ADMISSIONS CLASSIFICATION

### Quick Admission or Semester One Admission

Used by the following collaborative online education programs:

- Master of Education (M.Ed.) in Curriculum and Instruction
- Master of Education (M.Ed.) in Middle Grades Math/Science

Quick Admission is the term commonly used to refer to semester one admission for the programs listed above. An offer of Quick Admission is based upon fulfillment of semester one requirements. Prospective students should review the admission requirements for their desired program of study to determine the documentation requirements and minimum standards for grade point average and scores. Visit <http://www.valdosta.edu/colleges/education/deans-office/online-programs>. All Quick Admissions students are admitted on a “probationary” basis. Students who have not been approved for Full Semester Two admission to the program are not permitted to register for their second semester until they receive official notification of full admission, by mail, from the Graduate School. Quick Admission students are eligible for many types of financial aid and are encouraged to contact the Office of Financial Aid to explore aid options (229-333-5935).

### Full Semester Two Admission

Used by the following collaborative online education programs:

- Master of Education (M.Ed.) in Accomplished Teaching
- Master of Education (M.Ed.) in Middle Grades Math/Science

To be reviewed for Full Semester Two admission, all required documents must be received by the Graduate School prior to the admission deadline. Students awarded Full Semester Two admission to a program are eligible for financial aid. The following classifications are used for Full Semester Two admission:

**Regular Admission** indicates the student meets all admission requirements and meets or exceeds all required minimums.

**Probationary Admission** indicates the applicant does not meet criteria for “regular” admission and is being admitted on a provisional basis.

To be reclassified as “regular,” a student must meet all criteria outlined in the official notice of acceptance. “Probationary” admission is not guaranteed nor intended to negate grade point average minimum requirements. Quick Admission and Full Semester Two admission only apply to the programs specified. Applicants to other programs are not eligible for Quick Admission.

### TRANSIENT

Graduate students currently enrolled in good standing at another college or university may register in courses offered by Valdosta State University for credit at their home institution. Applicants

are strongly advised to check with their home institution before applying to see if the VSU credit is applicable. Transient admission is valid only for one term and is subject to semester admissions deadlines. The Langdale College of Business Administration will not consider requests for transient admission. Transient admission and course availability is not guaranteed and is subject to departmental approval. Contact the Graduate School for questions regarding transient eligibility.

## **NON-DEGREE**

Applicants who hold an undergraduate degree and wish to take graduate or undergraduate courses for add-on certification, an endorsement, certificate renewal, or personal enrichment without pursuing an advanced degree may be admitted as “non-degree.” Non-degree students may be considered for admission to a graduate degree program if they meet the following requirements: maintain a cumulative average of B or higher in VSU graduate courses taken as a non-degree student; submit a new application and fee to the Graduate School for a degree program; and submit all admission documents required for the program by the established deadline. Non-degree admission and subsequent admission to a degree-seeking program cannot guarantee and will be subject to departmental approval. A maximum of 9 semester hours taken as a non-degree VSU student may be transferred into a degree granting program if approved by the department. Please consult the program coordinator of the degree program of interest for information on what can be transferred. Students admitted as non-degree are not eligible for financial aid or graduate assistantships.

## **LETTERS OF GOOD STANDING**

Letters of Good Standing are issued for VSU degree-seeking students only. Graduate students interested in taking courses at other institutions for transfer credit should remember that only 6-9 semester hours (depending on program policies) 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 Dean of the Graduate School 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 THE 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 courses and grades are posted, they must have an official transcript sent to VSU’s Graduate School. If the course will substitute for a VSU course, the advisor and student must complete a Course Substitution Form and, after signatures are obtained from the advisor, the department head, and the appropriate college dean, forward it to the Dean of the Graduate School.

## **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 no 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. To request permission, the student’s advisor must submit a request to the Dean of the Graduate School on



behalf of the student. The request should contain the student's full name, the student ID number, and verification that the student meets all requirements outlined.

4. Permission must be obtained for each semester in which the student desires to take graduate courses. Once permission is granted, the academic department must manually place the undergraduate into the approved graduate-level courses.
5. Deficiency points will apply if graduate courses taken by undergraduates are counted toward graduate degree requirements.

## **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 schedules and course schedules can be obtained at <http://www.valdosta.edu/administration/finance-admin/financial-services/students/welcome.php>.

### **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.

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

Note that the collaborative online education programs have different registration periods, which can be found at <http://www.valdosta.edu/colleges/education/deans-office/online-programs/calendar.php>.

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. Please refer to the Registrar's website for more information: <http://www.valdosta.edu/academics/registrar/>.

## **ODUM LIBRARY**

Odum Library contains the general and research library collections of the University. The building was dedicated in 1972 and named in 1990 for the late Gertrude Gilmer Odum, Professor Emerita of English. In 2004 the library doubled in size, offering an Internet Café, a computer lab, an electronic classroom, a Georgia Library Learning Online (GALILEO) Technology Center, and a 100-seat auditorium, as well as expanded study space, reading rooms, book stacks, and a new Archives section. In 2011 a three-phase renovation of the original library building was completed. The library is designed to facilitate research and study. Students can get research assistance from the Reference Services Department in a number of different ways, including e-mail, chat, and in-person research consultations. The collection contains over 500,000 bound volumes and over a million volumes in microforms, as well as current issues of over 2,000 magazines, journals, and newspapers. In addition to printed materials, the library has extensive collections of audiovisual, graphic, and machine-readable materials. The library is a Selective Depository of US Government documents and one of only three depositories for Georgia State Publications. The library maintains the Archives of Contemporary South Georgia History and a Southern History Collection. The Odum Library Media Center is a service-oriented office providing assistance in media content development and media presentations. It provides access to a wide variety of traditional and new media equipment and software. The Information Technology Help Desk and Center for eLearning are also located in Odum Library. Visit <http://www.valdosta.edu/library/> for more information.

# 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
- B = Good . . . . . 3 quality points per hour
- C = Satisfactory . . . . . 2 quality points per hour
- D = Passing . . . . . 1 quality point per hour
- F = Failure . . . . . 0 quality points
- WF = Withdrew failing . . . . . 0 quality points

Graduate 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

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 viewing their transcript located inside BannerWeb. To view their transcripts, students should log in and follow prompts to “Student Services and Financial Aid.” 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. It is the student’s responsibility to request that a grade of “I” be assigned for a class. To request a grade of incomplete, students should go to the following website: <http://www.valdosta.edu/academic/registrar/forms/request-for-incomplete-form.pdf> and read the procedures and download the Request for Assigning a Grade of Incomplete form. Students should remember that they should keep attending class, if possible, until the paperwork for the “I” is submitted. Additionally, their graduation dates will be adjusted if their incompletes are not resolved by their projected graduation date.

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.”

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. Earning grades below “B” in graduate courses will result in the following consequences:

- Students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of “C” (although it may be credited toward a degree) equals one deficiency point. A grade of “D,” “WF” or “F,” or “U” (none of which will be credited toward a degree) equals two deficiency points.
- Warning letters will be issued to students for each earned deficiency point until enough points are accumulated to warrant dismissal.

Additional policies related to retention, dismissals, and readmission can be viewed at <http://www.valdosta.edu/academics/graduate-school/our-programs/>.

Students should work with their advisors and professors to avoid earning deficiency points (e.g., withdrawing from school before receiving failing grades). See withdrawal policies at <http://www.valdosta.edu/academic/WithdrawalPolicy.shtml>.

## **APPEAL OF DISMISSAL FROM GRADUATE SCHOOL**

The appeal form for dismissal from the Graduate School is located at <http://www.valdosta.edu/gradschool/documents/DismissalAppealFormJan09.pdf>.

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

## **EXPECTATIONS FOR SATISFACTORY GRADUATE-LEVEL STUDENT PERFORMANCE**

Graduate students are expected to earn grades of at least “B” in most of their course work for their degree. For graduation, a graduate student must have earned a cumulative grade point average (GPA) of at least 3.0 in all graduate course work at Valdosta State University. Throughout their program, students’ performance must be acceptable on a continuing basis. If their GPA falls below a 3.0, students must maintain an overall GPA of not less than 2.5. No grade below “C” will be credited toward a graduate degree. All grades received for graduate courses taken at or transferred to VSU, 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.

## **GRADE APPEALS**

Grade appeals are handled at the departmental and college levels. Students should contact their advisor or department head for information about the appeals process and forms.

## **AUDITING CLASSES**

Students may be permitted to audit selected courses, provided regular enrollment in the course is permitted and provided such arrangement is agreeable to the instructor. 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.

## **WITHDRAWAL FROM COURSES POLICIES**

**ECore.** VSU students enrolled in eCore courses must follow eCore withdrawal policies.

**BEFORE MIDTERM.** Students may withdraw from courses following the drop/add period until midterm by completing the withdrawal process on Banner. Students may withdraw online from

courses following the drop/add period until midterm. 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 Registrar’s Office.

**AFTER MIDTERM.** Students will not be allowed to withdraw after the midterm point of the term as published in the school calendar as required by Board of Regents’ policy; however, students may petition for an exception to the Board of Regents’ withdrawal deadline for cases of hardship by completing a petition for withdrawal form, available in the Office of the Dean of Students. The petition will become a permanent part of the student’s file. If the petition is approved, the instructor may assign a grade of “W” or “WF” after midterm. Note that “WF” is calculated in the grade point average the same as “F.” Any student who discontinues class attendance after midterm and does not officially withdraw may be assigned a grade of “F.” No fee adjustment will be made for withdrawals except as outlined in the Tuition, Fees, and Costs section of this catalog. The Business and Finance Office will receive a copy of the withdrawal form for refunding if applicable. Students receiving financial aid or graduate assistantships should be aware that withdrawal from courses may affect continued financial aid and assistantship eligibility.

These policies apply to graduate students at Valdosta State University for all classes offered by VSU, whether delivered face-to-face or online. However, some VSU students may be enrolled in classes offered through collaborative partnerships with other institutions or eCore. In these programs, some policies and processes may differ slightly. Students taking classes in those programs should visit the appropriate program links for further information.

**Collaborative Online Education Programs.** For collaborative classes offered by VSU, students are able to withdraw themselves online; however, if they do so after midterm, they will receive a “WF.” If these students have documentation for medical or hardship circumstances, they should complete the appropriate process as outlined below. If that paperwork is approved through the normal process in the Office of the Dean of Students, faculty members will have the option of changing the grade from a “WF” to a “W.”

## **MEDICAL WITHDRAWALS FROM THE UNIVERSITY**

A student who has an injury or illness that prevents the completion of all classes for that term may request a Medical Withdrawal through the Office of the Dean of Students. The Medical Withdrawal process is outlined below. It should be noted that a Medical Withdrawal can be requested only after midterm. A student wanting to withdraw before midterm must follow the Withdrawal from Course Policy outlined in the undergraduate and graduate catalogs. If a student has to withdraw from a class before midterm for a documented medical reason, that student may use this process to appeal to change a regular withdrawal to a medical withdrawal. Questions regarding this policy should be directed to the Registrar’s Office 229-333-5727. Questions regarding the late withdrawal process should be directed to the Office of the Dean of Students 229-333-5941. It is the student’s responsibility to withdraw officially in accordance with university regulations. Only in very rare instances will a partial withdrawal be considered, such as in cases in which a student may not be able to complete a specific class because of a medical condition or injury that prohibits participation. For more detailed information on the Medical Withdrawal policy and procedures, go to <http://www.valdosta.edu/studentaffairs/dean/>.

## **HARDSHIP WITHDRAWALS FROM THE UNIVERSITY**

A student who has an emergency that prevents the completion of all classes for that term may request a Hardship Withdrawal through the Office of the Dean of Students. The Hardship Withdrawal process is outlined below. It should be noted that a Hardship Withdrawal can be requested only after midterm. A student wanting to withdraw before midterm must follow the Withdrawal from Course Policy outlined in the undergraduate and graduate catalogs. If a student has to withdraw from a class before midterm for a documented hardship reason, that student may use this process to appeal to

change a regular withdrawal to a hardship withdrawal. Questions regarding this policy should be directed to the Registrar's Office 229-333-5727. Questions regarding the late withdrawal process should be directed to the Office of the Dean of Students 229-333-5941. It is the student's responsibility to withdraw officially in accordance with university regulations. Only in very rare instances will a partial withdrawal be considered, such as in cases in which a student may not be able to complete a specific class because of a hardship that prohibits class participation. For more detailed information on the Hardship Withdrawal policy and procedures, go to <http://www.valdosta.edu/studentaffairs/dean>.

## **MENTAL HEALTH WITHDRAWALS FROM THE UNIVERSITY**

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

1. The student displays behavioral indicators that 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.

## **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.

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.

## **DETERMINATION OF CREDIT HOURS**

Valdosta State University utilizes the federal definition of the credit hour as a basis for determining the amount of credit assigned for student work, complying with Federal Regulation Program Integrity Rules, University System of Georgia (USG) Policy 3.4, and the Southern Association of Colleges and

Schools Commission on Colleges Federal Requirement 4.9 and Policy Statement on Credit Hours. The Academic Committee of the VSU Faculty Senate is responsible for ensuring that credit hours awarded for course work are appropriate, and the VSU Registrar's Office ensures that credit hours are accurately attached to courses in the student information system. The Registrar's Office ensures that the number of class minutes for lecture- and laboratory-based courses have been accounted for in the scheduling of courses. The full policy statement is available upon request from the Office of Academic Affairs or the Registrar's Office.

### **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 by the phrase "[Also offered as ...]."

### **MAXIMUM COURSE LOADS AND OTHER RESTRICTIONS**

The normal full load for a graduate student is 9-15 hours of graduate-level work 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 (fall/spring) and 6 semester hours in summer.

For all financial aid programs, 9 semester hours is considered full time, and 5 semester hours is considered half-time enrollment for graduate students. At least half-time enrollment, 5 semester hours, is required for eligibility under all federal loan programs.

Undergraduate courses will not be calculated when determining a graduate student's full-time or part-time status or assistantship eligibility. However, these hours will be included in determining a student's maximum load, as stated above.

### **GENERAL REQUIREMENTS FOR GRADUATE DEGREES**

Specific requirements for each graduate program offered by the University can be viewed at <http://www.valdosta.edu/academics/graduate-school/our-programs/>. Students should refer to these listings to determine the requirements for degree completion and graduation.

### **REQUEST FOR EXTENSION OF SEVEN-YEAR RULE (COURSE AGE EXTENSION)**

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, the student's advisor may appeal in writing for a onetime extension of this limitation. A student's advisor must send a memo to the Dean of the Graduate School requesting an extension. The memo must include a brief justification and the student's ID number. The student's transcript will be reviewed; the Dean will then approve or deny the request in a memo to the advisor and will send a copy to the Registrar's Office. The maximum extension for completion of the program cannot exceed one additional calendar year.

### **TRANSFER CREDIT**

The academic advisor reviews official transcripts to determine course equivalence/similarity. If the advisor determines the course is an appropriate transfer course, he/she sends a course substitution form or a transfer credit memo to the Graduate School for approval. The course substitution form or memo specifies the course, hours, institution of origin, and how the course should be applied (e.g., general elective or a course substitution for an existing course in the curriculum). Courses considered for transfer credit must: (1) be no more than 7 years of age, or more specifically, may not be over 7 years

of age when the student completes the degree at VSU; (2) be earned at an institution that is regionally accredited; (3) be graduate-level courses; and (4) not exceed specific program limitations on total number of hours. All transfer requests are subject to approval by the Dean of the Graduate School, and grades transferred fall under the current deficiency point system.

## COMPREHENSIVE EXAMINATIONS

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 have been fulfilled. The Dean of the Graduate School shall be notified upon the student's successful completion of this requirement.

## THESES AND DISSERTATIONS

The thesis or dissertation represents the culmination of students' academic programs. It is a major achievement, reflecting their development as professionals in their chosen fields. Students have an opportunity to demonstrate their intellectual capabilities through the production of an original piece of research. While students will have the assistance of many others in completing this project, including faculty and fellow graduate students, the finished thesis or dissertation reflects their work, their effort, and their intellectual development.

Students should review the sections below pertaining to their thesis or dissertation project. Also, students using human or animal subjects in their research should consult the Office of Sponsored Programs and Research Administration's web page on Research Ethics for necessary forms and approvals at: <http://www.valdosta.edu/academics/graduate-school/research/office-of-sponsored-programs-research-administration/research-ethics.php>.

## THESIS

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 enroll in the thesis course in the semester in which they graduate. All thesis courses will be graded on a "satisfactory" or "unsatisfactory" basis. General thesis regulations are furnished by the Graduate School: <http://www.valdosta.edu/academics/graduate-school/thesis-and-dissertation-information.php>.

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 Thesis Committee shall certify in writing to the Dean of the Graduate School that the student has successfully defended the thesis at a scheduled defense. After the Graduate School's review and approval, two copies of the thesis (plus others, if required by the department), signed by the major professor, the members of the Thesis Committee, and the Dean of the Graduate School, shall be submitted to the library not less than 5 days after the scheduled date of graduation. A completed Binding Fee form must accompany copies to be bound. Students are also required to submit a copy in Word format on a jump drive or CD to the University Archives for its online repository (a V-text submission form must accompany the copy). Copies of the Binding Fee form and the V-text form may be printed from the Thesis and Dissertation Information page.

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 Dean of the Graduate School will notify the Registrar's Office to authorize the student's graduation.

## DISSERTATION

Students enrolled in a Doctor of Education (Ed.D.) program must complete a dissertation. Students enrolled in a Doctor of Public Administration (D.P.A.) program must complete a dissertation-quality final project. Both programs follow the dissertation guidelines referenced below.

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 dissertation hours in the semester in which they graduate. All dissertation courses must be graded on a “satisfactory” or “unsatisfactory” basis. General dissertation regulations are furnished by the Graduate School: <http://www.valdosta.edu/academics/graduate-school/thesis-and-dissertation-information.php>.

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 in writing to the Dean of the Graduate School that the student has successfully defended the dissertation at an announced open meeting. After the Graduate School’s review and approval, 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 Human Services or the Dean of the College of Arts and Sciences, and the Dean of the Graduate School, shall be submitted to the library no fewer than 5 days after the scheduled date of graduation. A completed Binding Fee form must accompany copies to be bound. Students are also required to submit a copy in Word format on a jump drive or CD to the University Archives for its online repository (a V-text submission form must accompany the copy). Copies of the Binding Fee form and the V-text form may be printed from the Thesis and Dissertation Information page.

Signature of the Dean of the Graduate School on the dissertation indicates final acceptance of the student’s dissertation and marks the completion of requirements for the Ed.D. degree or the D.P.A. degree. The Dean of the Graduate School will notify the Registrar’s Office to authorize the student’s graduation.

## SECOND MASTER’S DEGREE PROGRAM OF STUDY

Students seeking a second master’s degree must submit a Program of Study that is approved by their program and faculty advisor, department head, and the Dean of the Graduate School. The Program of Study should list all courses to be taken for the second graduate degree. Transfer courses cannot be older than 7 years at the time of the completion of the second degree. Courses may be drawn from a completed graduate degree or from a concurrent VSU degree upon the approval of the program, faculty advisor, department head, and the Dean of the Graduate School. No graduate course in either category may be used in which the grade was below a “B.”

## APPLICATION FOR GRADUATION

Students must apply for graduation at least one semester in advance.

### Procedures for Graduation Application

1. Download the online Application for Degree and Instructions at <http://www.valdosta.edu/academics/registrar/documents/application-for-graduation-with-instructions.pdf>.
2. Complete section A of the Application for Degree.
3. Complete the New Alumni section.
4. Pay the \$25 Application for Graduation Fee at [https://secure.touchnet.com/C20243\\_ustores/web/product\\_detail.jsp?PRODUCTID=257&SINGLESTORE=true](https://secure.touchnet.com/C20243_ustores/web/product_detail.jsp?PRODUCTID=257&SINGLESTORE=true).
5. Send the Application for Degree Form, copy of receipt for payment of fees, and the alumni form to your advisor, who will submit the form and supporting documents to the Registrar. A special graduate-student-only commencement ceremony is held for graduate students, their families, and friends. Commencement information is posted at <http://www.valdosta.edu/commencement/>.



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. Consult the VSU Commencement web page at <http://www.valdosta.edu/commencement/> for more details.

The Application for Graduation 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.

## GRADUATE ASSISTANTSHIPS

Valdosta State University's graduate assistantships are designed to promote the research, teaching, and service responsibilities of the University and to provide students with valuable professional development opportunities while earning graduate degrees. Therefore, the graduate assistantship involves the dual responsibilities of maintaining a satisfactory academic performance and of successfully performing the assigned teaching, research, or other responsibilities. The graduate assistant is expected to enroll and earn credit for a minimum of 6 graduate semester hours each term in which the assistantship is held. Graduate students work a minimum of 14 hours and a maximum of 20 hours per week. Graduate students may not have another job on campus while serving in an assistantship position.

### Eligibility Requirements

Valdosta State University offers a limited number of graduate assistantships. The student must be accepted as either "Regular" or "Probationary" in an approved graduate degree or post-master's program at VSU. Students classified as either "Irregular" or "Non-Degree" are not eligible for assistantships. To apply, please visit the Graduate Assistantship website at <http://www.valdosta.edu/academics/graduate-school/prospective-graduate-assistants.php>.

### Tuition Rates and Other Financial Obligations

The graduate assistantship program allows graduate assistants to pay a flat, per-semester tuition rate of \$38.00, applicable to both in-state and out-of-state residents. Tuition is reduced in the following manner for both in-state and out-of-state students:

**Fall and spring:** A GA will receive a tuition waiver after payment of the first \$38 of tuition each semester for a total of up to 15 credit hours in the fall and 15 credit hours in the spring. Any additional credits taken will be charged to the GA at the in-state rate.

**Summer:** A GA will receive a tuition waiver after payment of the first \$38 of tuition for a total of up to 9 semester credit hours in the summer (semester I, II, III, IV). Any additional credits taken will be charged to the GA at the in-state rate.

Students are also required to pay the student-related fees. These fees include but are not limited to the Health, Athletic, Student Activity, Transportation, Technology, Access Card, and other fees. In addition, students are required to maintain health insurance, either through the VSU United Healthcare Plan or their own plan. Students are also responsible for their own living expenses and books. Visit the Graduate Assistant fee schedule website for a complete list of student-related fees: <http://www.valdosta.edu/academics/graduate-school/documents/graduate-assistant-fee-schedule-2012-2013.pdf>.

## 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. See <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: <https://www.valdosta.edu/academic/AcademicPoliciesProcedures.shtml>.

## PLAGIARISM

Cheating and plagiarism are academic integrity violations. These violations are serious and will result in negative consequences. Visit <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml> for information on policies and procedures for students committing these academic integrity violations.

Plagiarism is defined as “the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one’s own original work, or attempts thereof,” (Article I of the Virginia Tech Honor Code Constitution, [www.honorsystem.vt.edu/?q=node/5](http://www.honorsystem.vt.edu/?q=node/5)). 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, programming, computer code, 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 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 her own words. Any instance in which the “language, structure, programming, computer code, 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. Visit <http://www.valdosta.edu/academic/StudentResources.shtml> for more information and resources regarding plagiarism.

Course sections may use plagiarism-prevention technology. Students may have the option of submitting their written work online through a plagiarism-prevention service or of allowing the instructor to submit their work. The written work may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

## STUDENT E-MAIL 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, visit <http://www.valdosta.edu/helpdesk/guides/live>.

## 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	LITR	Literacy
ART	Art Studio & Art Appreciation	MATH	Mathematics
ARTH	Art History	MBA	Master of Business Administration
AS	Aerospace Studies	MDIA	Mass Media
ASLS	American Sign Language Studies	MFTH	Marriage and Family Therapy
ASTR	Astronomy	MGED	Middle Grades Education
BIOL	Biology	MGMS	Middle Grades Math and Science
BUSA	Business Administration	MGNT	Management
CHEM	Chemistry	MKTG	Marketing
CIED	Curriculum and Instruction	MLIS	Master of Library and Information Science
CISM	Computer Info Systems Mgmt	MSED	Middle & Secondary Education
COMM	Communication Arts	MUE	Music Education
COOP	Cooperative Education	MUSC	Music
CRJU	Criminal Justice	NAS	Native American Studies
CWCL	Creative Writing and Contemporary Literature	NURS	Nursing
CS	Computer Science	NUTR	Nutrition
CSD	Communication Sciences and Disorders	PADM	Public Administration
DANC	Dance	PERS	Perspectives Courses
DEAF	Deaf Education	PHIL	Philosophy
ECED	Early Childhood Education	PLA	Prior Learning Assessment
ECON	Economics	PHSC	Physical Science
EDAT	Education—Accomplished Teaching	PHYS	Physics
EDET	Education—Exemplary Teaching	POLS	Political Science
EDUC	Education	PSYC	Psychology and Counseling
ENGL	English	PSYG	Psychology—Gifted
ENGR	Engineering	READ	Reading Education
ENSL	English for International Students	REL	Religious Studies
ESOL	English to Speakers of Other Languages	RSCH	Research
FIN	Finance	RUSS	Russian
FLED	Foreign Language Education	SCHC	School Counseling
FREN	French	SEAC	Special Ed Adapted Curriculum
GENS	General Studies	SEEC	Special Ed and Early Childhood
GEOG	Geography	SEED	Secondary Education
GEOG	Geography	SEGC	Special Ed General Curriculum
GEOL	Geology	SERD	Special Education Reading
GRMN	German	SOCI	Sociology
HIST	History	SOWK	Social Work
HONS	Honors	SPAN	Spanish
IB	International Business	SPEC	Special Education
INTL	International/Intercultural Studies	TASP	Transatlantic Studies Program
INTP	Interpreting	THEA	Theatre
ISCI	Integrated Science	VSU	Freshman Orientation
ITED	Instructional Technology	WMBA	Web-based MBA
JAPN	Japanese	WGST	Women's and Gender Studies
JOUR	Journalism		

# COLLEGE OF ARTS AND SCIENCES

*Dr. Connie L. Richards, Dean*  
*1036 Bailey Science Center*

- 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. Gregory Harrell . . . . . 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. Darrell Ross . . . . . 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, and in biology; and the Master of Public Administration and Doctor of Public Administration degrees. 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*  
2035 Bailey Science Center

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. This is a research, thesis-based degree. The Biology Department does not offer a non-thesis option. Because there are 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 innumerable biology and biotechnology or medical fields.

The Biology Department of VSU 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

### 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.

### EXAMPLES OF OUTCOME ASSESSMENTS

1. Students must complete all academic requirements to a satisfactory degree.
2. Students must submit a thesis.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE), completed application form, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### Application Deadlines:

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Biology Program for information on:

- Specific Biology Program Admission Requirements
- Biology Program Retention, Dismissal, and Readmission Policies
- Biology Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

## 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.

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).

## REQUIREMENTS FOR THE M.S. DEGREE WITH A MAJOR IN BIOLOGY

<b>Required Courses</b> .....	<b>4 hours</b>
BIOL 7000 .....	2 hours
BIOL 7900 (must be taken twice) .....	2 hours
<b>Guided Electives</b> .....	<b>32 hours</b>
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
<b>Total Required for the Degree</b> .....	<b>36 semester hours</b>

# Department of English

*Dr. Mark Smith, Head  
Room 207 West Hall*

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 the 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 advisors, 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 VSU 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.

## MASTER OF ARTS WITH A MAJOR IN ENGLISH

### 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.

### OUTCOME ASSESSMENTS

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

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

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application includes official transcripts from all institutions previously attended, official test scores (GRE), completed application, fee, and any additional program requirements, submitted by the admission deadline. To be considered

for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Application Deadlines:**

Early Fall Deadline: April 1

Fall Deadline: July 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on English for information on:

- Specific English Program Admission Requirements
- English Program Retention, Dismissal, and Readmission Policies
- English Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

Students may be accepted as probationary students in the Department of English. In order to be accepted as such, students must meet either the minimum GPA or GRE requirements shown at <http://www.valdosta.edu/gradschool/Englishadmissions.shtml>. Moreover, students must submit a three-page essay to the Department of English, detailing (a) career goals and (b) academic interests. Probationary acceptance is provisional and at the discretion of the Graduate Committee.

**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 in the literature emphasis will develop, in consultation with their committee, a reading list representative of a currently recognized area in literary studies. This list should consist of no fewer than six primary sources and no fewer than 20 secondary sources (articles and/or book chapters), excluding material that students have already studied in their classes. The list should seek depth of coverage in no fewer than two recognized periods in British and/or American literature. Committee chairs should ensure the list is coherent and meets the above requirements. Students will then take a three-hour written examination over this reading list and a follow-up oral examination over the written test and their coursework.

In addition, the exam must contain at least three questions or question categories:

- One question or category must cover breadth of knowledge in the field or area.
- One question or category must require in-depth discussion of a particular work or perspective using key facts, concepts, or contexts.
- One question or category must require the ability to employ various theoretical and/or pedagogical perspectives.

Finally, question categories can provide options.

These examinations should be taken during the final semester. Students following this option must complete 36 hours of coursework.



Students in the rhetoric and composition emphasis 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 entering either emphasis without an undergraduate degree in English or an English minor must complete the following requirements prior to enrollment in graduate-level coursework: ENGL 3060, ENGL 3210, ENGL 3215, ENGL 3110, and ENGL 3120, with a grade of “B” or higher in each.

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

<b>Required Courses.</b> .....	<b>18 hours</b>
ENGL 7000, ENGL 7010 .....	6 hours
Seminars (8000-level) .....	12 hours
<b>Guided Electives.</b> .....	<b>18 hours</b>
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
<b>Total Required for the Degree</b> .....	<b>36 semester hours</b>

\* In order to take advantage of our extensive undergraduate offerings and 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 LITERATURE AND LANGUAGE**

<b>Required Courses.</b> .....	<b>27 hours</b>
ENGL 7005, ENGL 7200, ENGL 7100 .....	9 hours
ENGL 7400, ENGL 7500, ENGL 7610 .....	9 hours
ENGL 7710, ENGL 7720, ENGL 7620 .....	9 hours
<b>Electives.</b> .....	<b>9 hours</b>
One course from ENGL 8610, ENGL 8710, or ENGL 8720 .....	3 hours
One course from ENGL 8400, ENGL 8200, or ENGL 8100 .....	3 hours
One course from outside the program .....	3 hours
<b>Total Required for the Degree</b> .....	<b>36 semester hours</b>

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

<b>The Rhetoric and Composition Emphasis.</b> .....	<b>18 hours</b>
<b>Required courses</b> .....	<b>6 hours</b>
ENGL 7000, ENGL 7010 .....	6 hours
<b>Required, if not taken as an undergraduate</b> .....	<b>0-3 hours</b>
ENGL 4620** .....	3 hours
<b>Choice of the following</b> .....	<b>3-6 hours</b>
ENGL 7600 and/or ENGL 8600 .....	
<b>Choice of the following</b> .....	<b>3-6 hours</b>
ENGL 7600, ENGL 8600, **LING 4000, **LING 4160, **ENGL 4610, ENGL 8690 (ENGL 8690 may be taken twice for credit)	
<b>Guided Electives.</b> .....	<b>18 hours</b>
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
<b>Total Required for the Degree</b> .....	<b>36 semester hours</b>

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

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

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.

## T-5 CERTIFICATION

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.

# ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT

*Dr. Mark Smith, Head, Department of English  
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 . . . . .	3 hours
ESOL 6020 . . . . .	3 hours
ESOL 6030 . . . . .	3 hours
<b>Total Required for the ESOL Endorsement. . . . .</b>	<b>9 hours</b>

# CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) (ONLINE)

*Dr. Victoria Soady, Head, Department of Modern and Classical Languages  
Room 128, West Hall*

This online certificate in Teaching English to Speakers of Other Languages (TESOL) prepares majors from any discipline to pursue teaching opportunities with English Language Learners (ELLs) in corporate settings and in private language schools in the United States and internationally. It combines a theoretical foundation in Second Language Acquisition with practical experience. No previous background in linguistics is required for admission. Some background in a second language is recommended. It may be combined with any degree program.

The courses are designed to accommodate different needs and learning styles through computer-based, online instruction using synchronous and asynchronous multimedia tools: Wimba voice boards, virtual classrooms, and online social environments such as Second Life. These approaches allow for flexibility in scheduling for students. Students will be trained in using all necessary technology and supported throughout the course by faculty.

This stand-alone certificate is available for students who are not currently enrolled at Valdosta State University, subject to application and successful admission. International students must demonstrate competence in English by meeting the TOEFL score prescribed by university admissions.

## SELECTED EDUCATIONAL OUTCOMES

Students will:

1. Demonstrate an understanding of how to apply Second Language Acquisition theories, principles, and current research in creating instructional materials and in assessing ELLs.
2. Demonstrate an understanding of the role that Language Transfer plays in teaching and learning processes with ELLs in order to plan lessons that address possible interference between English and other languages.
3. Identify suitable ESOL assessment tools, administer assessments, and develop instructional materials to address specific literacy challenges of ELLs.

A grade of “C” or better is required in each course.

## REQUIREMENTS FOR THE ONLINE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

*ESOL 6010, *ESOL 6020, *ESOL 6030	9 hours
ESOL 6040, ESOL 6050	6 hours
FLED 7500	3 hours

**Total Required for the TESOL Endorsement.....18 hours**

\*Note: These three courses within the certificate fully satisfy the add-on ESOL Endorsement requirements for certified teachers in Georgia.

# 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, the modern Middle East, and the Ancient World. 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 the History Department faculty in Ashley Hall.

## MASTER OF ARTS WITH A MAJOR IN HISTORY

### 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.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline.

To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines:**

Fall Deadline: April 1  
 Spring Deadline: October 1

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on History Program for information on:

- Specific History Program Admission Requirements
- History Program Retention, Dismissal, and Readmission Policies
- History Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

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

**PLAN A (thesis program). . . . . 36 semester hours**

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 VSU.

HIST 7000 . . . . .	3 hours
HIST Graduate Seminars . . . . .	9 hours
HIST Graduate courses . . . . .	12 hours
HIST 7999 . . . . .	6 hours
Electives (must include at least one 3-hour history graduate course outside of primary and secondary fields and may include one 3-hour graduate course outside of history). . . . .	6 hours

**PLAN B (non-thesis program). . . . . 33 semester hours**

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 . . . . .	3 hours
HIST Graduate Seminars . . . . .	9 hours
HIST Graduate courses . . . . .	15 hours
Electives (must include at least one 3-hour history graduate course outside of primary and secondary fields and may include one 3-hour graduate course outside of history). . . . .	6 hours

**COMPREHENSIVE EXAMS AND FOREIGN LANGUAGE REQUIREMENT**

1. Regardless of which option students select, they must pass both a comprehensive written and oral examination.
2. Regardless of which option students select, they must pass a reading knowledge examination in a foreign language. 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 at least 20 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 TEACHING FIELD SPANISH**

### **SELECTED EDUCATIONAL OUTCOMES**

1. Program graduates will demonstrate the ability to listen, speak, read, and write at the advanced or 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.
5. Program graduates will demonstrate an understanding of research methods in language learning.

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.

**OUTCOME ASSESSMENTS**

- 1. **Coursework:** The corresponding department will evaluate core courses through written examinations, projects, and papers.
- 2. **Capstone Experience:** 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.
- 3. **Research:** Program graduates will successfully conduct investigative research on one or more topics relevant to the field of foreign language education and report their findings.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines:**

Fall Deadline: July 15  
 Spring Deadline: November 15  
 Summer Deadline: April 15

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

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

<b>Core Curriculum</b> .....	<b>7 hours</b>
PSYC 7010 and RSCH 7100 .....	6 hours
LEAD 7210 .....	1 hour
<b>Area of Concentration</b> .....	<b>29-30 hours</b>
Content Courses (Guided Electives in Spanish).....	20-21 hours
FLED 7100, FLED 7500, FLED 7600 .....	9 hours
<b>Total Required for the Degree</b> .....	<b>36-37 semester hours</b>

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



# Public Administration

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

*Coordinator of the Public Administration Program  
Room 101, West Hall*

## MASTER OF PUBLIC ADMINISTRATION DEGREE

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. The MPA program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

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 Human Resource Management track is offered at Moody AFB; the Public Sector Management and the Public Policy tracks are offered exclusively via the Internet. Candidates for these tracks must be currently employed in a governmental (including military) or non-governmental organization or have appropriate work experience in such an organization. Candidates with private sector experience who are interested in a career in the public or non-governmental sectors may be considered.

## SELECTED EDUCATIONAL OUTCOMES

Upon successful completion of the MPA program students will:

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

## OUTCOME ASSESSMENTS

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

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE, MAT, or GMAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines:**

Fall Deadline: July 15  
Spring Deadline: November 15  
Summer Deadline: April 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> for information on:

- Specific MPA Program Admission Requirements
- MPA Program Retention, Dismissal, and Readmission Policies
- MPA Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR THE M.P.A. DEGREE**

(Including On-line Tracks)

<b>Core (Required) Courses</b> .....	<b>.24 hours</b>
PADM 7300*, PADM 7060, PADM 7410 .....	9 hours
PADM 7000, PADM 7110, PADM 7140, PADM 7170 .....	12 hours
PADM 7900** .....	2 hours
PADM 7210** .....	1 hour

\* Must be taken during first semester.

\*\*Co-requisite courses; must be taken during the final semester.

**Concentration Area** .....

All courses for a concentration must be approved by advisor.

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

## **DOCTOR OF PUBLIC ADMINISTRATION DEGREE**

The Doctor of Public Administration (D.P.A.) 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.

### **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.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

#### **Admission Deadlines:**

Fall Deadline: April 15

This program considers applications for Fall term only.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php>, click on Our Programs, then click on Public Administration for information on:

- Specific DPA Program Admission Requirements
- DPA Program Retention, Dismissal, and Readmission Policies
- DPA Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR THE DPA DEGREE**

<b>Core (Required) Courses</b> .....	<b>.15 hours</b>
PADM 9000, PADM 9010, PADM 9020 .....	9 hours
PADM 9060; PADM 9070 or SOCI 9070 .....	6 hours
<b>Methods Courses</b> .....	<b>.9 hours</b>
PADM 9030*, PADM 9040 .....	6 hours
PADM 9050 or PSYC 9050 .....	3 hours
*Student must take PADM 9030 in the first semester of course work	
<b>Concentration Area Courses</b> .....	<b>.15 hours</b>
Each student is to identify an area of concentration no later than upon completion of 18 hours of coursework, in consultation with the DPA Coordinator, the Head of the Department of Political Science, and the Dean of the College of Arts and Sciences.	
<b>Guided Elective Courses</b> .....	<b>.6 hours</b>
Students will select 6 semester hours of guided electives through consultation with their advisor.	
<b>Capstone Seminar/Project</b> .....	<b>.9 hours</b>
PADM 9990 .....	3 hours
PADM 9999 .....	6 hours
<b>Total Required for the Degree</b> .....	<b>54 semester hours</b>

## **CERTIFICATE PROGRAMS IN PUBLIC ADMINISTRATION**

The Public Administration Program offers three certificate programs: Public Management, Non-profit Management, and Public Sector Human Resources Management. Each program consists of 12 credit hours: two required courses and two elective courses from a set list of courses applicable to the certificate subject area. A final portfolio is required and will be evaluated by a Public Administration Faculty Committee appointed by the Program Chair. Students must complete their certificate program within 3 years.

In order to enroll in a certificate program, students must hold a bachelor's degree from a regionally accredited university and must be admitted to the Graduate School. Students who successfully complete a certificate program and who are formally accepted into the Public Administration Program may apply all courses in which they earned a grade of "B" or higher toward their Master of Public Administration degree.

### **CERTIFICATE IN PUBLIC MANAGEMENT**

<b>PADM 7140 and 7350</b> .....	<b>.6 hours</b>
<b>Elective Courses (choose two)</b> .....	<b>.6 hours</b>
PADM 7020, PADM 7110, PADM 7120, PADM 7250, PADM 7260, PADM 7270, PADM 7380, PADM 7400, PADM 7410, PADM 7670, PADM 7860	

**Total hours** .....

**12 hours**

### **CERTIFICATE IN NON-PROFIT MANAGEMENT**

<b>PADM 7040 and 7240</b> .....	<b>.6 hours</b>
<b>Elective Courses (choose two)</b> .....	<b>.6 hours</b>
PADM 7020, PADM 7120, PADM 7170, PADM 7270, PADM 7400, PADM 7410, PADM 7670, PADM 7860	

**Total hours** .....

**12 hours**

### **CERTIFICATE IN PUBLIC SECTOR HUMAN RESOURCES MANAGEMENT**

<b>PADM 7000 and 7010</b> .....	<b>.6 hours</b>
<b>Elective Courses (choose two)</b> .....	<b>.6 hours</b>
PADM 7170, PADM 7180, PADM 7220, PADM 7410, PADM 7670, PADM 7860	

**Total hours** .....

**12 hours**

# Department Of Sociology, Anthropology, and Criminal Justice

*Dr. Darrell L. Ross, Head*  
*Room 1120, University Center*

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

## MASTER OF SCIENCE WITH A MAJOR IN CRIMINAL JUSTICE

### 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.

### 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.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE), completed application packet, fee, and any additional program requirements submitted by the admission deadline. To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### Admission Deadlines:

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Criminal Justice Program for information on:

- Specific Criminal Justice Program Admission Requirements
- Criminal Justice Program Retention, Dismissal, and Readmission Policies
- Criminal Justice Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

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

<b>Required Core.</b> .....	<b>18-21 hours</b>
CRJU 7000, CRJU 7370 .....	6 hours
CRJU 7411, CRJU 7412 .....	6 hours
CRJU 7600 and CRJU 7990, or CRJU 7999 .....	6 hours
<b>Criminal Justice Track.</b> .....	<b>15-18 hours</b>
<i>Applied Criminal Justice Track:</i>	
Any combination of the following courses: CRJU 7100 (3 hours), CRJU 7620 (3 hours), CRJU 7510 (3 hours), CRJU 7630 (3 hours), CRJU 7700 (3 to 6 hours), CRJU 7710 (3 hours), CRJU 7900 (1-6 hours), CRJU 7910 (3 to 6 hours), or guided electives selected with the approval of the advisor (up to 6 hours)	
<i>or</i>	
<i>Research and Theory Track:</i>	
Any combination of the following courses: CRJU 7010 (3 hours), CRJU 7300 (3 hours), CRJU 7350 (3 hours), CRJU 7413 (3 hours), CRJU 7500 (3 hours), CRJU 7610 (3 hours), CRJU 7700 (3 to 6 hours), CRJU 7900 (1-6 hours), or guided electives selected with the approval of the advisor (up to 6 hours)	
<b>Total Required for the Degree</b> .....	<b>36 semester hours</b>

## MASTER OF SCIENCE WITH A MAJOR IN SOCIOLOGY

### 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.

### 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.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines:**

Fall Deadline: July 15  
 Spring Deadline: November 15  
 Summer Deadline: April 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Sociology Program for information on:

- Specific Sociology Program Admission Requirements
- Sociology Program Retention, Dismissal, and Readmission Policies
- Sociology Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

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

<b>Core Courses</b> .....	<b>15 hours</b>
SOCI 7011, SOCI 7012, SOCI 7021 .....	9 hours
SOCI 7022, SOCI 7050 .....	6 hours
<b>Additional Coursework</b> .....	<b>15 hours</b>
Elective Courses .....	9 hours
Students may select from any SOCI prefix course numbered 5000-8000 except SOCI 7800.	
<b>SOCI 7800</b> .....	<b>6 hours</b>
Successful completion of the Graduate Comprehensive Examination	
<b>Total Required for the Degree</b> .....	<b>30 semester hours</b>



# JAMES L. AND DOROTHY H. DEWAR

## COLLEGE OF EDUCATION & HUMAN SERVICES

*Dr. Brian Gerber, Interim Dean  
Room 2041, Education Center*

- Dr. Reynaldo Martínez . . . . . Head, Department of Adult and Career Education
- Dr. Corine Myers-Jennings. . . . . Head, Department of Communication Sciences and Disorders
- Dr. James L. Pate. . . . . Interim Head, Department of Curriculum, Leadership, and Technology
- Dr. Shirley E. Thompson . . . . . Interim Head, Department of Early Childhood and Special Education
- Dr. Mike Griffin . . . . . Head, Department of Kinesiology and Physical Education
- Dr. Kate Warner . . . . . Head, Department of Marriage and Family Therapy
- Dr. Barbara Radcliffe . . . . . Interim Head, Department of Middle,  
Secondary, Reading, and Deaf Education
- Dr. Jackson Rainer . . . . . Head, Department of Psychology and Counseling
- Dr. Richard Vodde . . . . . Interim Head, Department of Social Work

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

### MISSION

The Dewar College of Education and Human Services 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 Dewar College of Education and Human Services 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 Dewar College of Education and Human Services envision an educational system in which students fully participate 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 and Human Services dedicates its resources and expertise to:

*“Positively Impacting Learning Through Evidence-Based Practices”*

The Valdosta State University Dewar College of Education and Human Services’ Conceptual Framework is the underlying structure that gives conceptual guidance to the operation of the College of Education and Human Services 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 College 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 College's Conceptual Framework through close alignment with the respective standards.

## **ACCREDITATION AND CERTIFICATION**

The Dewar College of Education and Human Services maintains accreditation with the National Council for Accreditation of Teacher Education, and all of its individual educator preparation programs are approved by the Georgia Professional Standards Commission. Specific questions concerning teacher certification should be directed to the appropriate department. The master's program in communication disorders is nationally accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association, and the master's program in school counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs.

The College of Education and Human Services also houses graduate programs that are nationally recognized by specialized professional associations:

- Instructional Technology-Technology Applications and Instructional Technology [Ed.S.] (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)
- Reading Education (International Reading Association)
- School Psychology (National Association of School Psychologists)
- Special Education/Deaf Education (Council for Exceptional Children)

The Marriage and Family Therapy Program is accredited by the Commission on Accreditation for Marriage and Family Therapy Training and Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT).

## **DIVERSITY**

The Dewar College of Education and Human Services faculty members recognize 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 Dewar College of Education and Human Services educator preparation unit has established comprehensive school partnerships with 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 Dewar College of Education and Human Services 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 Dewar College of Education and Human Services 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 and Human Services offers three levels of graduate degree programs: the master's degree (Master of Education, Master of Arts in Teaching, Master of Science [with a major in psychology or in Marriage and Family Therapy], and Master of Social Work); the Education Specialist degree; and the Doctor of Education degree. Course descriptions and programs of study leading to these degrees are listed by department.

## **MASTER'S DEGREE PROGRAMS**

The Master of Education 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 Master of Arts in Teaching degree programs are designed to prepare individuals who have completed content requirements for initial teacher certification. These programs provide students with the pedagogical and professional knowledge, skills, and dispositions to be effective educators. The Master of Science with a major in psychology program prepares students to apply psychological theories, principles, and methods, developed in coursework and practicum and internship experiences, to the mental health professions (Clinical-Counseling Psychology) or the workplace (Industrial-Organizational Psychology). The degree programs offered are as follows:

### **Department of Adult and Career Education**

M.Ed. Adult and Career Education

### **Department of Communication Sciences and Disorders**

M.Ed. Communication Disorders

### **Department of Curriculum, Leadership, and Technology**

M.Ed. Educational Leadership

M.Ed. Instructional Technology

### **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. Interrelated Special Education /Early Childhood General Curriculum

### **Department of Kinesiology and Physical Education**

M.Ed. Health and Physical Education

### **Department of Marriage and Family Therapy**

M.S. Marriage and Family Therapy

### **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

M.A.T. Middle Grades Education

M.A.T. Secondary Education

## **Department of Psychology and Counseling**

M.Ed. School Counseling

M.S. Psychology

## **Department of Social Work**

D.S.W. Social Work

## **EDUCATION SPECIALIST DEGREE PROGRAMS**

The Education Specialist (Ed.S.) 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

Ed.S. Instructional Technology

### **Department of Kinesiology and Physical Education**

Ed.S. Coaching Pedagogy in Physical Education

### **Department of Middle, Secondary, Reading, and Deaf Education**

Ed.S. Teaching and Learning

### **Department of Psychology and Counseling**

Ed.S. School Counseling

## **DOCTOR OF EDUCATION DEGREE PROGRAM**

The Doctor of Education (Ed.D.) degree 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. Leadership

Ed.D. Curriculum and Instruction

## **GRADUATE ADMISSIONS**

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on the specific graduate program of interest for information on:

- Specific Program Admission Requirements
- Program Retention, Dismissal, and Readmission Policies
- Program Graduation Requirements

To Apply for admission to all programs in the Dewar College of Education and Human Services (except the collaborative online education programs listed below), go to <https://www.applyweb.com/apply/vsug/menu.html>

Additionally, the Dewar College of Education and Human Services provides several fully online programs through the collaborative online education family of programs. These programs include:

- Master of Arts for Teachers (M.A.T.) in Special Education-General Curriculum
- Master of Arts for Teachers (M.A.T.) in Special Education-Adapted Curriculum
- Master of Education (M.Ed.) in Accomplished Teaching
- Master of Education (M.Ed.) in Middle Grades Math/Science

- Education Specialist (Ed.S.) in Teaching & Learning: Exemplary Teaching
- Gifted Endorsement
- Online Teaching Endorsement
- Certificate in Online Teaching

The collaborative online education programs provide opportunities for graduate education in an online learning environment, providing flexibility for working professionals. The tuition cost for these programs is a flat e-tuition rate of \$350 per credit hour. The programs consider applications each semester. For more information and application forms for collaborative online education programs, go to <http://www.valdosta.edu/colleges/education/deans-office/online-programs>.

## **DISSERTATION CREDIT GUIDELINES**

Doctoral candidates will be required to register for a minimum of 2 semester hours of dissertation credit for each fall and spring semester in which written materials are to be submitted for feedback from their chairs and committees. Candidates who are not actively engaged with their chairs or committees would continue to register for a minimum of 1 hour credit for fall and spring.

Registration for summer is dependent upon candidates' active engagement with their chairs or committees. Candidates will be required to register for a minimum of 2 semester hours of dissertation credit during the summer if written materials are to be submitted for feedback from their chairs or committees.

## **GRADUATE ADMISSION APPEALS PROCESS**

Any applicant who is denied admission to a graduate program in the Dewar College of Education and Human Services has the right to appeal the decision. There are three levels of appeal: (1) the departmental level, (2) the college level, and (3) the Graduate School level. The Graduate School will not hear an appeal by an applicant unless that applicant has exhausted the appellate procedures in the Department and College and has been unable to reach a satisfactory resolution of the problem.

The first step in the appeals process is to download the appeal form: <http://www.valdosta.edu/gradschool/documentsAdmissionDenialAppealFormJan09.pdf>

The applicant must fill out the top portion of the form and provide an explanation for his/her appeal. Next, the applicant must contact the Department Head for her or his program and set up a meeting to discuss the appeal. An applicant who is denied admission by the Department may appeal to the Dewar College of Education and Human Services Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Dewar College of Education and Human Services Initial Preparation Policies Committee (M.A.T. programs). The committees are comprised of representatives from each of the departments within the Dewar College of Education and Human Services. One of the primary functions of these committees is to hear appeals of applicants who have been denied admission to a Dewar College of Education and Human Services graduate program. The Advanced Preparation Policies Committee meets once a semester; the Initial Preparation Policies Committee meets monthly. Applicants who wish to appeal to the Dewar College of Education and Human Services Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Dewar College of Education and Human Services Initial Preparation Policies Committee (M.A.T. programs) should follow the steps outlined:

### **Appeal Procedure**

1. The applicant must have been rejected by the departmental appeals committee (based on any departmental criteria).
2. If the appeal is based on an applicant's low scores on the GRE or MAT, the applicant must report scores from at least two attempts to post acceptable scores. The scores must be stated on the appeal form.
3. The applicant must submit the appeal form, with signatures from the department head.

4. The applicant must submit three letters of recommendation for graduate study. One letter should come from the applicant's immediate supervisor, and at least one other letter should come from a former instructor who can attest to the applicant's academic ability. The letters should be submitted with the appeal form.
5. The applicant must write a letter to the Dewar College of Education and Human Services Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Dewar College of Education and Human Services Initial Preparation Policies Committee (M.A.T. programs) 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 Dewar College of Education and Human Services at least one week before the scheduled meeting of the Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Initial Preparation Policies Committee (M.A.T. programs).
7. All applicants who wish to appeal have the right to appear before the Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Initial Preparation Policies Committee (M.A.T. programs) and state their cases in person. Applicants must contact the Chairperson of the Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Initial Preparation Policies Committee (M.A.T. programs) to make an appointment with the committee if they wish to appear in person.
8. The decision of the committee concerning each applicants' appeal will be communicated to the Dean of the Dewar College of Education and Human Services who will communicate the decision to the Dean of the Graduate School.

Applicants who have been denied admission through the appeals process at the departmental and college level may submit the appeals form to the Dean of the Graduate School. Once the appeals form, signed by the Department Head and the Chair of the Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Initial Preparation Policies Committee (M.A.T. programs) has been received by the Dean of the Graduate School, the Dean will contact the applicant to make an appointment. The Dean of the Graduate School will notify each applicant, in writing, of the final decision of the Graduate School.

#### **ADDITIONAL EDUCATION DEGREES**

Other education degrees and programs offered in cooperation with departments outside the Dewar College of Education and Human Services 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 Secondary Education - Teaching Field Spanish

# Department of Adult and Career Education

*Dr. Reynaldo L. Martinez, 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. Candidates 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. Candidates will demonstrate the ability to contribute to the body of knowledge in their field by writing and submitting a manuscript for publication.
3. Candidates 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, candidates 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. Candidates 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.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

## Admission Deadlines

This program considers applications for Fall and Spring terms.

Fall Deadline:	April 1
Spring Deadline:	October 1

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on ACED Ed.D. Program for information on:

- Specific ACED Ed.D. Program Admission Requirements
- ACED Ed.D. Program Retention, Dismissal, and Readmission Policies
- ACED Ed.D. Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

## REQUIREMENTS FOR THE ED.D. DEGREE WITH A MAJOR IN ADULT AND CAREER EDUCATION

<b>Area A – Interdisciplinary Studies.</b> . . . . .	<b>9 hours</b>
Choose three from the following: ACED 9400, CIED 9100, LEAD 9030, EDUC 9000	
<b>Area B – Educational Inquiry.</b> . . . . .	<b>15 hours</b>
RSCH 9800, RSCH 9820, RSCH 9840 . . . . .	9 hours
RSCH 9830, RSCH 9850, or RSCH 9860 . . . . .	3 hours
RSCH 9870 Dissertation Topic Conceptualization . . . . .	3 hours
<b>Area C – Adult and Career Education.</b> . . . . .	<b>21 hours</b>
ACED Core . . . . .	9 hours
ACED 9410, ACED 9420, ACED 9430	
Interdisciplinary . . . . .	12 hours
An advisor will be assigned to each student, based on the area of specialization.	
The advisor and the student will jointly complete an approved program of study to be followed.	
<b>Dissertation – ACED 9999</b> . . . . .	<b>9 hours</b>
<b>Total Hours Required for the Degree</b> . . . . .	<b>54 semester hours</b>

## MASTER OF EDUCATION WITH A MAJOR IN ADULT AND CAREER EDUCATION

Candidates Select One of Three Program Options:

- (1) Workforce Education and Development Option
- (2) Career and Technical Education Option
- (3) Business Education and Information Technology Option

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

### SELECTED EDUCATIONAL OUTCOMES

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



## EXAMPLES OF OUTCOME ASSESSMENTS

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

## MASTER OF EDUCATION WITH A MAJOR IN ADULT AND CAREER EDUCATION CAREER AND TECHNICAL EDUCATION OPTION *and*

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

### SELECTED EDUCATIONAL OUTCOMES

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

### EXAMPLES OF OUTCOME ASSESSMENTS

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

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### Admission Deadlines

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	May 1

Go to the Graduate School Website at at <http://www.valdosta.edu/gradschool/programs.shtml> and click on ACED M.Ed. Program for information on:

- Specific ACED M.Ed. Program Admission Requirements
- ACED M.Ed. Program Retention, Dismissal, and Readmission Policies
- ACED M.Ed. Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN ADULT AND CAREER EDUCATION  
WORKFORCE EDUCATION AND DEVELOPMENT OPTION**

<b>Core Courses.</b> .....	<b>15 hours</b>
RSCH 7100.....	3 hours
PSYC 7010 or PSYC 7040 .....	3 hours
ACED 7640, ACED 7990, ACED 7620 .....	9 hours
<b>Area of Concentration.</b> .....	<b>21 hours</b>
ACED 7100, ACED 7110, ACED 7150, and ACED 7530 .....	12 hours
ACED 7680 or ACED 7350 .....	3 hours
Capstone Option A.....	6 hours
Comprehensive Exam	
Guided Electives. ....	6 hours
Capstone Option B.....	6 hours
ACED 7950 .....	3 hours
Guided Elective.....	3 hours
Recommended Guided Electives: ACED 7020, ACED 7120, PSYC 7610, PSYC 8360	
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

**REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN ADULT AND CAREER EDUCATION  
CAREER AND TECHNICAL EDUCATION OPTION**

<b>Core Courses.</b> .....	<b>15 hours</b>
RSCH 7100.....	3 hours
PSYC 7010 or PSYC 7040 .....	3 hours
ACED 7620, ACED 7640, ACED 7990 .....	9 hours
<b>Area of Concentration.</b> .....	<b>21 hours</b>
EDUC 5999 .....	0 hours
ACED 7020, ACED 7530 .....	6 hours
ACED 7410 or ACED 7680 .....	3 hours
ACED 7120, ACED 7430, or ACED 8450.....	3 hours
ACED 7150 or ACED 7710 .....	3 hours
ACED 7590.....	3 hours
Guided Elective.....	3 hours
Recommended Guided Electives: ACED 7600, ACED 7810, PADM 7000, PADM 7110, PADM 7170, ITED 7400, ITED 7500	
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

**REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN ADULT AND CAREER EDUCATION  
BUSINESS EDUCATION AND INFORMATION TECHNOLOGY OPTION**

<b>Core Courses.</b> .....	<b>15 hours</b>
RSCH 7100.....	3 hours
PSYC 7010 or PSYC 7040 .....	3 hours
ACED 7620, ACED 7640, ACED 7990 .....	9 hours
<b>Area of Concentration.</b> .....	<b>21 hours</b>
ACED 7070, ACED 7220, ACED 7510, ACED 7610, ACED 8450 .....	18 hours
Guided Elective.....	3 hours
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

# Department of Communication Sciences and Disorders

*Dr. Corine C. Myers-Jennings, Department Head*  
*Room 109, 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 and Human Services 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.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### Admission Deadlines:

Fall Deadline:	March 1
Spring Deadline:	July 1
Summer Deadline:	October 1

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on CSD Program for information on:

- Specific CSD Program Admission Requirements
- CSD Program Retention, Dismissal, and Readmission Policies
- CSD Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

# MASTER OF EDUCATION WITH A MAJOR IN COMMUNICATION DISORDERS

## REQUIREMENTS FOR THE M. ED. DEGREE WITH A MAJOR IN COMMUNICATION DISORDERS

<b>College of Education and Human Services Core.</b> .....	<b>4 hours</b>
CSD 5110 or RSCH 7100 .....	3 hours
LEAD 7210 .....	1 hour
<b>Major Curriculum.</b> .....	<b>56 hours</b>
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
<b>Total Hours Required for the Degree</b> .....	<b>60 semester hours</b>

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. James L. Pate, Interim 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. To accomplish its mission, the department offers programs in curriculum and instruction at the doctoral level; leadership at the doctoral level, educational leadership at the 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 have distance education components and are strongly supported by research courses offered within the department.

The Curriculum and Instruction major (Ed. D.) provides interrelated courses and guided experiences to develop student understanding of effective instructional systems and application of theoretical foundations in curriculum and instruction. Course work requires doctoral candidates to research, design, develop, implement, evaluate, and disseminate innovative educational practices in a variety of learning environments. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

The Leadership major (Ed. D.) seeks to develop doctoral candidates who are effective, ethical, and diverse leaders seeking to maximize achievement in schools and other organizations. 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 or organizational improvement. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

Programs offered in educational leadership lead to an Education Specialist degree (Ed. S.) in educational leadership (performance-based building- or system-level GaPSC PL-6 certificate options), and to a Master of Education degree (M.Ed.) with a major in educational leadership (higher education leadership or student affairs options). The department also offers a GaPSC PL-6/7 certification program in performance-based building- or system-level educational leadership. The educational leadership programs provide quality instruction, research, and service to prospective and practicing educational leaders. In particular, the Master of Education degree programs are designed to provide candidates with the basic knowledge, skills, and values to perform competently at entry-level leadership roles in higher education and student affairs. Candidates 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 candidates 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 three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates 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 candidates to meet present and future technological challenges within an educational organization. The program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

## 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 candidates to relate theoretical foundations to curricular and instructional issues facing schools, school systems, higher education, and other educational agencies.

### SELECTED EDUCATIONAL OUTCOMES

1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing an online portfolio.
3. Doctoral candidates 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.

### EXAMPLES OF OUTCOME ASSESSMENTS

1. Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will successfully develop an online portfolio. Portfolios will be evaluated by a team of faculty members.
3. Doctoral candidates will be evaluated by a faculty committee on the development and defense of their dissertation.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

#### Admission Deadline

The Ed.D. program in Curriculum and Instruction considers applications for Fall term only.

Fall Deadline:                      March 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Ed.D. Curriculum and Instruction Program for information on:

- Specific Ed.D. Curriculum and Instruction Program Admission Requirements
- Ed.D. Curriculum and Instruction Program Retention, Dismissal, and Readmission Policies
- Ed.D. Curriculum and Instruction Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR THE ED.D. WITH A MAJOR IN CURRICULUM AND INSTRUCTION  
WITH A CONCENTRATION IN P-12 CURRICULUM AND INSTRUCTION**

<b>Area A: Disciplinary Studies</b> .....	<b>9 hours</b>
CIED 9100 .....	3 hours
Choose two from the following: ACED 9400, LEAD 9030, EDUC 9000 .....	6 hours
<b>Area B: Educational Inquiry</b> .....	<b>15 hours</b>
RSCH 9800, RSCH 9820, RSCH 9840 .....	9 hours
RSCH 9830, RSCH 9850, or RSCH 9860 .....	3 hours
RSCH 9870.....	3 hours
<b>Area C: Major Courses</b> .....	<b>21 hours</b>
Curriculum and Instruction Core.....	9 hours
CIED 9200, CIED 9300, and CIED 9400, PSYC 8020 .....	3 hours
*GaPSC Certification Area Electives .....	9 hours
<b>Area D: Dissertation</b> .....	<b>9 hours</b>
CIED 9999 .....	9 hours
<b>Total Hours Required for the Degree</b> .....	<b>54 semester hours</b>

An approved portfolio is required before Admission to Candidacy.

Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999. According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certification in Curriculum and Instruction are required to present passing scores on the GACE Content Assessments for Curriculum and Instruction. The Dewar College of Education and Human Services requires all candidates to take the appropriate GACE Content Assessment(s) for their program. Candidates are not required to pass GACE Content Assessments in order graduate from our programs but will not be recommended for certification until they pass. All course work and assessments must be completed successfully before a candidate can be recommended for GaPSC certification in Curriculum and Instruction.

\*9 hours of electives and/or dissertation in the candidate’s area of previous certification is required in GaPSC Rule 505-3.55 for Curriculum and Instruction Certification.

**REQUIREMENTS FOR THE ED.D. WITH A MAJOR IN CURRICULUM AND INSTRUCTION WITH A  
CONCENTRATION IN GENERAL CURRICULUM AND INSTRUCTION**

<b>Area A: Disciplinary Studies</b> .....	<b>9 hours</b>
CIED 9100 .....	3 hours
Choose two from the following: ACED 9400, LEAD 9030, EDUC 9000 .....	6 hours
<b>Area B: Educational Inquiry</b> .....	<b>15 hours</b>
RSCH 9800, RSCH 9820, RSCH 9840 .....	9 hours
RSCH 9830, RSCH 9850, or RSCH 9860 .....	3 hours
RSCH 9870.....	3 hours
<b>Area C: Major Courses</b> .....	<b>21 hours</b>
Curriculum and Instruction Core.....	9 hours
CIED 9200, CIED 9300, and CIED 9400	
Electives .....	12 hours
The advisor and student will jointly design a program of study based on the selected concentration.	
<b>Area D: Dissertation</b> .....	<b>9 hours</b>
CIED 9999 .....	9 hours
<b>Total Hours Required for the Degree</b> .....	<b>54 semester hours</b>

An approved portfolio is required before Admission to Candidacy.

## DOCTOR OF EDUCATION WITH A MAJOR IN LEADERSHIP

The Leadership major develops effective, ethical, and diverse leaders who can lead organizations in a rapidly changing world. Skill applications serve as the connection between knowledge and inquiry. The skills developed in the core leadership, interdisciplinary, and research curricula contribute to the development of a culture of continuous organizational improvement.

The program is designed for professionals serving in a variety of organizations including P-12 schools, colleges and universities, non-profits, social service agencies, and other businesses. Students may earn concentrations in Organizational Leadership, Higher Education, Student Affairs, Curriculum Leadership, Technology Leadership, or P-12 Performance-based Leadership (initial P-12 GaPSC leadership certification). Advanced P-12 GaPSC certification in school leadership can be earned by completing any concentration except Higher Education. Concentrations may be customized with the permission of the advisor.

### SELECTED EDUCATIONAL OUTCOMES

1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing an online portfolio.
3. 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.

### EXAMPLES OF OUTCOME ASSESSMENTS

1. Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will successfully develop an online portfolio. Portfolios will be evaluated by a team of faculty members.
3. Program graduates will be evaluated by a faculty committee on the development and defense of their dissertation.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

#### Admission Deadline

The Ed.D. program in Leadership considers applications for Fall term only.

Fall Deadline: March 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php>

and click on Our Programs, then click on Ed.D. Leadership Program for information on:

- Specific Ed.D. Leadership Program Admission Requirements
- Ed.D. Leadership Program Retention, Dismissal, and Readmission Policies
- Ed.D. Leadership Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>



**REQUIREMENTS FOR THE ED.D. DEGREE WITH A MAJOR IN LEADERSHIP**

<b>Area A: Disciplinary Studies</b> .....	<b>9 hours</b>
Choose three from the following: ACED 9400, CIED 9100, LEAD 9030, EDUC 9000	
<b>Area B: Educational Inquiry</b> .....	<b>15 hours</b>
RSCH 9800, RSCH 9820, RSCH 9840 .....	9 hours
RSCH 9830, RSCH 9850, or RSCH 9860 .....	3 hours
RSCH 9870.....	3 hours
<b>Area C: Major and Interdisciplinary Courses</b> .....	<b>21 hours</b>
Leadership Core .....	9 hours
LEAD 9010, LEAD 9020, LEAD 9040	
Interdisciplinary Courses .....	12 hours
The student and advisor will jointly design a program of study based on the selected concentration.	
<b>Area D: Dissertation</b> .....	<b>9 hours</b>
LEAD 9999 .....	9 hours
<b>Total Hours Required for the Degree</b> .....	<b>54 semester hours</b>

Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999.

## 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.

### SELECTED EDUCATIONAL OUTCOMES

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates 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. Candidates will demonstrate content knowledge through passing the state-required content assessment.
2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a comprehensive review of literature.
3. Candidates will demonstrate their ability to create positive environments for student learning during a faculty observation of their clinical practice.
4. Candidates will demonstrate their ability to positively impact P-12 learning through a school improvement project.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

#### Admission Deadlines

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Educational Leadership Ed.S. Program for information on:

- Specific Educational Leadership Ed.S. Program Admission Requirements
- Educational Leadership Ed.S. Program Retention, Dismissal and Readmission Policies
- Educational Leadership Ed.S. Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**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. The  
two options (building or system) are differentiated by the performance component—the level at  
which the residency is completed.

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

**OTHER DEGREE REQUIREMENTS**

Prior to conducting performance-based activities, a candidate must meet the GaPSC pre-service requirement for performance-based leadership preparation by holding a clear/renewable Leadership (L) Certificate at the master’s level or higher or meet one of the following criteria:

- holding a master’s degree in educational leadership; or
- completing LEAD 7020 and LEAD 7420 or their equivalent as determined by a review of all past graduate-level work.
- At some point before completing the degree requirements, candidates must post a score on the GACE Educational Leadership Content Assessment (Test Code: 173 & 174).

Candidates may add the other leadership level (building or system) by being assigned to a leadership role or position at the other level and then completing the program requirements (including the appropriate performances) for that level. This can be done through extension of the program’s residency or field-based activities. Only the elements that specifically pertain to the level not previously completed are required for adding the other new leadership level. This may be accomplished by completing an additional 6-credit-hour residency (LEAD 8950).

Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999.

**ADDITIONAL CERTIFICATION REQUIREMENTS**

Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)–Identification and Education of Children with Special Needs–and pass the GACE Educational Leadership Content Assessment (Test code: 173 & 174).

## MASTER OF EDUCATION WITH A MAJOR IN EDUCATIONAL LEADERSHIP

The educational leadership M.Ed. degree allows candidates to obtain an advanced degree in the field of educational leadership. There are two tracks:

- The Higher Education Leadership Track prepares candidates to be administrators in institutions of higher education.
- The Student Affairs Track prepares candidates to serve as student affairs personnel in higher education.

### SELECTED EDUCATIONAL OUTCOMES

1. Candidates will demonstrate knowledge of ethical leadership practices in higher education settings.
2. Candidates will establish operational plans and processes to accomplish strategic goals, utilizing practical applications of theory.
3. Candidates will describe the processes of educational leadership and relate them to programs in higher education.
4. Candidates will interact effectively with internal and external audiences.

### EXAMPLES OF OUTCOME ASSESSMENTS

1. Candidates will develop a written budget in response to established criteria.
2. Candidates will prepare a professional portfolio as evidence of their mastery of course content and ability to apply course content to real-world settings.
3. Candidates 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. Candidates will successfully complete the requirements for their internships.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

#### Admission Deadlines:

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

Go to the Higher Education Leadership Website at <http://www.valdosta.edu/academics/graduate-school/our-programs/higher-education-leadership.php> for information on:

- Specific Higher Education Leadership Track, M.Ed. Educational Leadership Program Admission Requirements
- Higher Educational Leadership Track, M.Ed. Educational Leadership Program Retention, Dismissal, and Readmission Policies
- Higher Educational Leadership Track, M.Ed. Educational Leadership Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR THE M.ED. DEGREE  
HIGHER EDUCATION LEADERSHIP TRACK**

<b>Core Courses.</b> . . . . .	<b>9 hours</b>
LEAD 7840, RSCH 7100, LEAD 7850	
<b>Academic Concentration.</b> . . . . .	<b>18 hours</b>
LEAD 7800, LEAD 7810, LEAD 7820 . . . . . 9 hours	
LEAD 7830, SAHE 7860, LEAD 8710 . . . . . 9 hours	
<b>Guided Elective.</b> . . . . .	<b>3 hours</b>
<b>Field Experiences</b> . . . . .	<b>6 hours</b>
LEAD 7921 . . . . . 3 hours	
LEAD 7922 or LEAD 8710 . . . . . 3 hours	
<b>Total Hours Required for the Degree</b> . . . . .	<b>36 semester hours</b>

**REQUIREMENTS FOR THE M.ED. DEGREE  
STUDENT AFFAIRS TRACK**

<b>Core Courses.</b> . . . . .	<b>9 hours</b>
LEAD 7840, RSCH 7100, LEAD 7850	
<b>Academic Concentration.</b> . . . . .	<b>27 hours</b>
LEAD 7810, LEAD 7820, LEAD 7830 . . . . . 9 hours	
SAHE 7860, SAHE 7870, SAHE 7880 . . . . . 9 hours	
SAHE 7890 or ACED 7110 . . . . . 3 hours	
LEAD 8710 Directed Study I and II . . . . . 6 hours	
<b>Guided Elective.</b> . . . . .	<b>3 hours</b>
<b>Field Experience</b> LEAD 7921 . . . . .	<b>3 hours</b>
<b>Total Hours Required for the Degree</b> . . . . .	<b>42 semester hours</b>

# 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.

## Admission Deadlines

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

To pursue the Certificate in Educational Leadership, applicants must hold a specialist's degree or higher from a regionally accredited or GaPSC approved institution and currently serve in a leadership role as defined by their school system.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Certification in Educational Leadership Program for information on:

- Specific Certification in Ed Leadership Admission Requirements
- Certification in Ed. Leadership Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

## REQUIREMENTS FOR CERTIFICATION IN EDUCATIONAL LEADERSHIP

### Leadership Courses. . . . .6 hours

LEAD 8140, LEAD 8030, LEAD 8510, LEAD 8520, LEAD 8620, LEAD 8410, LEAD 8630, LEAD 8230, LEAD 8240, LEAD 8710, or RSCH 8000 or the equivalent.

The faculty advisor will collaborate with candidates and school system partners to identify appropriate courses based on the candidates' other graduate-level coursework and 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 level 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

## OTHER PROGRAM REQUIREMENTS

Prior to conducting performance-based activities, a candidate must meet the GaPSC pre-service requirement for performance-based leadership preparation by holding a clear/renewable Leadership (L) Certificate at the master's level or higher or meet one of the following criteria:

1. holding a master's degree in educational leadership or
2. completing LEAD 7020 and LEAD 7420 or their equivalent as determined by a review of all past graduate-level coursework

Candidates who are PL-certified may add the other leadership level (building or school system) by being assigned to a leadership role or position at the other level and then completing the program requirements (including the appropriate performances) for that level. Only the elements that specifically pertain to the level not previously completed (building or school system level) are required for adding the other new leadership level. This addition may be accomplished by completing an additional 6 credit hour residency (LEAD 8950).

## **ADDITIONAL CERTIFICATION REQUIREMENTS**

Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)–Identification and Education of Children with Special Needs–and pass the GACE Educational Leadership Content Assessment (Test code: 173 & 174).

## **EDUCATION SPECIALIST DEGREE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY**

The Instructional Technology (IT) Ed.S. degree allows candidates to obtain an advanced degree in the rapidly growing field of instructional technology. Georgia media specialists, technology coordinators, and other educators and trainers with a master’s degree in any field are invited to apply. By completing this degree and passing the Georgia Content Assessment for the field that aligns to the candidate’s program of study, the candidate will be able to add either the area of instructional technology or media specialist to the candidate’s certificate and upgrade to the 6th-year level. Nine hours of advanced level course work focused on the content or content pedagogy in the candidate’s area of previous certification is required by GaPSC Rule 505-3.54 for Instructional Technology Certification. These hours may be satisfied through work on a thesis, research project, or dissertation directly focused on a content field held by the educator.

There are three concentrations in the Instructional Technology Program: P-12 Technology Applications (for P-12 public school personnel), Technology Applications (for non P-12 public school personnel), and Library Media. The Technology Applications Concentration prepares candidates to be technology coaches, technology coordinators, or instructional technologists in a variety of contexts: public schools, business, industry, government, the military, health fields, and higher education. The Library Media Concentration prepares candidates to be school media specialists.

The online program offers participants the opportunity to complete all coursework and field experiences at a distance using the Internet and the VSU Course Management System. Because the online learning system is available continuously, candidates access their courses at their convenience using any computer connected to the Internet by a web browser. Experiential learning and application of knowledge are vital components of each class.

## **EDUCATION SPECIALIST DEGREE IN INSTRUCTIONAL TECHNOLOGY TECHNOLOGY APPLICATIONS OPTION**

### **SELECTED EDUCATIONAL OUTCOMES**

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development.
2. Candidates will use data and current research to inform their practices and enhance their leadership role in designing, developing, utilizing, managing, and evaluating instructional technology.
3. Candidates will demonstrate the knowledge, skills, and dispositions to create positive environments for teaching and learning.
4. Candidates 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 as they model and facilitate best practices, digital citizenship, and informative program evaluation.

**EXAMPLES OF OUTCOME ASSESSMENTS**

1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and a portfolio.
2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a review of literature and an action research project.
3. Candidates will demonstrate their ability to create positive environments for student learning during field-based projects related to digital learning environments.
4. Candidates will demonstrate their ability to professionally build upon their knowledge of students, learning, diversity, evaluation, and instruction by completing a program evaluation and proposed plan of action.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements as listed on the Graduate School website, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines**

- Fall Deadline: March 15
- Spring Deadline: November 15
- No summer admission

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Instructional Technology—Technology Applications Option-Ed.S. Program for information on:

- Specific Instructional Technology—Technology Applications Option- Ed.S.
- Program Admission Requirements
- Instructional Technology- Technology Applications Option- Ed.S. Program Retention, Dismissal and Readmission Policies
- Instructional Technology- Technology Applications Option- Ed.S. Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR THE ED.S. WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY TECHNOLOGY APPLICATIONS CONCENTRATION (P-12 PUBLIC SCHOOL PERSONNEL)**

<b>Professional Education.</b> .....	<b>3 hours</b>
EDUC 5999 .....	0 hours
ITED 8100 .....	3 hours
<b>Instructional Technology Core</b> .....	<b>15 hours</b>
ITED 8200, ITED 8300, ITED 8400, ITED 8500, ITED 8600	
<b>Research ITED 8960, ITED 8970 and ITED 8999.</b> .....	<b>9 hours</b>
(in area of professional educator certification)	
<b>Elective</b> .....	<b>3 hours</b>
 <b>Total Hours Required for the Degree</b> .....	 <b>30 semester hours</b>



Prior to recommendation for instructional technology certification, applicant must pass GACE Instructional Technology tests. All course work in the research sequence must be completed in the area of the candidate’s prior certification.

**REQUIREMENTS FOR THE ED.S. WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY TECHNOLOGY APPLICATIONS CONCENTRATION (NON P-12 PUBLIC SCHOOL PERSONNEL)**

<b>Professional Education</b> ITED 8100.....	<b>3 hours</b>
<b>Instructional Technology Core</b> .....	<b>15 hours</b>
ITED 8200, ITED 8300, ITED 8400, ITED 8500, ITED 8600	
<b>Research</b> .....	<b>9 hours</b>
ITED 8960, ITED 8970 and ITED 8999	
<b>Guided Elective</b> .....	<b>3 hours</b>
<b>Total Hours Required for the Degree</b> .....	<b>30 semester hours</b>

**ED.S. IN INSTRUCTIONAL TECHNOLOGY LIBRARY MEDIA CONCENTRATION**

**SELECTED EDUCATIONAL OUTCOMES**

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates 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. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and a portfolio.
2. Candidates will demonstrate the use of data and current research through the development of a literature review and course-based assignments.
3. Candidates will demonstrate effect on student learning through field experience, development of a portfolio, and course-based assessments.
4. Candidates will demonstrate understanding of developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work through field-based internships, a portfolio, and course-based assessments.

**REQUIREMENTS FOR THE ED.S. WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY  
LIBRARY MEDIA CONCENTRATION**

**Corequisites:** P-12 Children’s Literature Course and Special Education Course for the Exceptional Child

<b>Professional Education</b> .....	<b>9 hours</b>
EDUC 5999 .....	0 hours
CIED 7060, ITED 8100, ITED 8960 .....	9 hours
<b>Instructional Technology Core</b> .....	<b>9 hours</b>
ITED 7300, ITED 8400, ITED 8500	
<b>Library Media Specialization</b> .....	<b>12 hours</b>
ITED 7201, ITED 7202, ITED 7203, ITED 7400	
<b>Guided Elective</b> .....	<b>3 hours</b>
<b>Internship/Capstone Presentation</b> ITED 8299.....	<b>3 hours</b>
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

Prior to recommendation for library media certification, applicant must pass GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

**MASTER OF EDUCATION WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY**

The Instructional Technology (IT) M.Ed. degree allows candidates to obtain an advanced degree in the rapidly growing field of Instructional Technology. By completing this degree and passing the GA content assessment for the field that aligns with the candidate’s program of study, the candidate will be able to add either the area of instructional technology or media specialist to a GA educator certificate and upgrade to the 5th year level. Twelve hours of advanced level course work focused on the content pedagogy in the candidate’s area of previous certification is required by GaPSC Rule 505-3.54 for Instructional Technology Certification.

There are three concentrations in the Instructional Technology Program:

P-12 Technology Applications (for P-12 public school personnel), Technology Applications (for non P-12 public school personnel), and Library Media. The Technology Applications Concentration prepares candidates to be technology coaches, technology coordinators, or instructional technologists in a variety of context: public schools, business, industry, government, the military, health fields, and higher education. The Library Media Concentration prepares candidates to be school media specialists.

This online program offers participants the opportunity to complete all course work and field experiences at a distance using the Internet and the VSU Course Management System. Experiential learning and application of knowledge are vital components of each class.

# MASTER OF EDUCATION DEGREE IN INSTRUCTIONAL TECHNOLOGY TECHNOLOGY APPLICATIONS CONCENTRATION (P-12 AND NON P-12)

## SELECTED EDUCATIONAL OUTCOMES

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development.
2. Candidates will use data and current research to inform their practices and enhance their leadership role in designing, developing, utilizing, managing, and evaluating instructional technology.
3. Candidates will demonstrate the knowledge, skills, and dispositions to create positive environments for teaching and learning.
4. Candidates 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 as they model and facilitate best practices, digital citizenship, and informative program evaluation.

## EXAMPLES OF OUTCOME ASSESSMENTS

1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and a portfolio.
2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a review of literature.
3. Candidates will demonstrate their ability to create positive environments for student learning during field-based projects related to digital learning environments.
4. Candidates will demonstrate their ability to professionally build upon their knowledge of students, learning, diversity, evaluation, and instruction by completing a program evaluation and a proposed plan of action.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### Admission Deadlines

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

The Graduate School Website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) contains information on:

- Program Admission Requirements
- Retention, Dismissal, and Readmission Policies
- Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY  
P-12 TECHNOLOGY APPLICATIONS CONCENTRATION (FOR P-12 PUBLIC SCHOOL PERSONNEL)**

<b>Professional Education.</b> .....	<b>6 hours</b>
EDUC 5999 .....	0 hours
ITED 7070, ITED 7100 .....	6 hours
<b>Instructional Technology Core.</b> .....	<b>15 hours</b>
ITED 7200, ITED 7300 .....	6 hours
ITED 7400, ITED 7500, ITED 7600 .....	9 hours
<b>Courses in Area of Professional Educator Certification</b> .....	<b>12 hours</b>
<b>Internship.</b> .....	<b>3 hours</b>
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

Prior to recommendation for instructional technology certification, the applicant must pass GACE Instructional Technology Tests.

**REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY  
TECHNOLOGY APPLICATIONS CONCENTRATION (FOR NON P-12 PUBLIC SCHOOL PERSONNEL)**

<b>Professional Education.</b> .....	<b>6 hours</b>
EDUC 5999 .....	0 hours
ITED 7070, ITED 7100 .....	6 hours
<b>Instructional Technology Core.</b> .....	<b>15 hours</b>
ITED 7200, ITED 7300 .....	6 hours
ITED 7400, ITED 7500, ITED 7600 .....	9 hours
<b>Courses in Area of Specialization</b> .....	<b>12 hours</b>
<b>Internship.</b> .....	<b>3 hours</b>
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

**MASTER OF EDUCATION DEGREE IN INSTRUCTIONAL TECHNOLOGY  
LIBRARY MEDIA CONCENTRATION**

**SELECTED EDUCATIONAL OUTCOMES**

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates 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. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and a portfolio.
2. Candidates will demonstrate the use of data and current research through the development of a literature review and course-based assignments.

3. Candidates will demonstrate effect on student learning through field experience, development of a portfolio, and course-based assessments.
4. Candidates will demonstrate understanding of developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work through field-based internships, a portfolio, and course-based assessments.

## **REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY LIBRARY MEDIA CONCENTRATION**

**Corequisites:** P-12 Children’s Literature Course and Special Education Course for the Exceptional Child

<b>Professional Education.</b> .....	<b>6 hours</b>
EDUC 5999 .....	0 hours
RSCH 7100 or ITED 7070 .....	3 hours
ITED 7100 .....	3 hours
<b>Instructional Technology Core.</b> .....	<b>12 hours</b>
ITED 7200, ITED 7300, ITED 7400, ITED 7500	
<b>Courses in Area of Specialization.</b> .....	<b>12 hours</b>
ITED 7201, ITED 7202, ITED 7203. ....	9 hours
CIED 7060 .....	3 hours
<b>Guided Elective.</b> .....	<b>3 hours</b>
<b>Internship ITED 7299.</b> .....	<b>3 hours</b>
 <b>Total Hours Required for the Degree</b> .....	 <b>36 semester hours</b>

Prior to recommendation for library media certification, the applicant must pass the GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

## **CERTIFICATION IN LIBRARY MEDIA (CERTIFICATION ONLY)**

This program is designed for individuals who have obtained a master’s degree or education specialist degree in another program area and are now interested in becoming eligible for Media Specialist Certification. Initial certification in this area is generally at the master’s level (s-5); there is no certification at the baccalaureate level. Individuals who hold a master’s degree or an education specialist degree who complete all of the requirements for initial Media Specialist certification will be eligible to be certified at the S-5 or S-6 levels.

### **Admission Deadlines**

- Fall Deadline: July 15
- Spring Deadline: November 15
- Summer Deadline: April 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Certification in Library Media Program for information on:

- Specific Certification in Library Media Program Admission Requirements
- Certification in Library Media Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR CERTIFICATION ONLY—LIBRARY MEDIA**

**Corequisites:** P-12 Children’s Literature Course and Special Education Course for the Exceptional Child

A transcript evaluation is required to determine a program of study for non-degree/certification only applicants.

<b>Instructional Technology Core</b> .....	<b>9 hours</b>
EDUC 5999 .....	0 hours
ITED 7200, ITED 7300, ITED 7400 .....	9 hours
<b>Courses in Area of Specialization</b> .....	<b>12 hours</b>
ITED 7201, ITED 7202, ITED 7203, CIED 7060	
<b>Guided Elective</b> .....	<b>3 hours</b>
<b>Internship ITED 7299</b> .....	<b>3 hours</b>
<b>Total Hours Required for the Degree</b> .....	<b>27 semester hours*</b>

\*Contingent on results of transcript evaluation

Prior to recommendation for library media certification, the applicant must pass the GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

**ONLINE TEACHING ENDORSEMENT  
COLLABORATIVE ONLINE EDUCATION PROGRAM**

The purpose of this endorsement is to prepare educators in P-12 educational settings to teach courses within an online environment. Candidates will be prepared to design, build, and incorporate strategies to encourage active learning, interaction, participation, and collaboration among candidates in the online learning environment. Educators who hold this endorsement will strengthen and enhance competency levels to teach online courses in the content areas and grade levels of their base certificate(s).

**Admission Deadlines:** Check the website for admission deadlines and application forms  
<http://www.valdosta.edu/colleges/education/deans-office/online-programs>.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Online Teaching Endorsement Program for information on:

- Specific Online Teaching Endorsement Program Admission Requirements
- Online Teaching Endorsement Program Retention, Dismissal, and Readmission Policies
- Online Teaching Endorsement Program Graduation Requirements

**Required courses CIED 7601, CIED 7602, CIED 7603** .....

**9 hours**

In order to be recommended to the PSC for an Online Teaching Endorsement, the candidate must complete an online practicum or online internship appropriate to the grade level and field of certification.

# **CERTIFICATE IN ONLINE TEACHING COLLABORATIVE ONLINE EDUCATION PROGRAM**

The Online Teaching Certificate is a competence-based, professional development program designed for individuals who teach in online environments outside the P-12 educational setting or who teach in school settings outside of Georgia.

**Admission Deadlines:** Check the website for admission deadlines and application forms  
<http://www.valdosta.edu/colleges/education/deans-office/online-programs>.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Online Teaching Certificate Program for information on:

- Specific Online Teaching Certificate Program Admission Requirements
- Online Teaching Certificate Program Retention, Dismissal, and Readmission Policies
- Online Teaching Certificate Program Graduation Requirements

<b>Required Courses</b> .....	<b>12 hours</b>
ITED 7050 .....	3 hours
CIED 7601, CIED 7602, CIED 7603 .....	9 hours

# Department of Early Childhood and Special Education

*Dr. Shirley E. Thompson, Interim Head  
Room 166, Education Center*

The Department of Early Childhood and Special Education offers three master's degree options. The Master of Education (M.Ed.) degree program with a major 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 department offers a 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. Offered fully online, it is 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 with children with disabilities. Individuals holding clear/renewable teaching certificates are not eligible for this program.

The department also offers the Education Specialist (Ed.S.) program in Special Education for practicing educators who wish to pursue leadership positions as well as those who wish to upgrade their professional skills. The program focuses on the information and skills required of professionals in becoming effective leaders and problem solvers within a variety of settings.



# MASTER OF EDUCATION DEGREE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

## SELECTED EDUCATIONAL OUTCOMES

1. Candidates have an in-depth knowledge of the content that they teach.
2. Candidates 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. Candidates reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Candidates 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. Candidates will demonstrate the level of their content knowledge through evidence presented in an electronic portfolio.
2. Candidates 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. Candidates will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Candidates will demonstrate their ability to positively impact P-5 learning through documentation presented in the electronic portfolio.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE/MAT if required), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### Admission Deadlines

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on ECE M.Ed. Program for information on:

- Specific ECE M.Ed. Program Admission Requirements
- ECE M.Ed. Program Retention, Dismissal, and Readmission Policies
- ECE M.Ed. Program Graduation Requirements

To Apply Online: <http://www.valdosta.edu/academics/graduate-school/graduate-admissions/>

**REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR  
IN EARLY CHILDHOOD EDUCATION**

<b>College of Education and Human Services Core Courses</b> . . . . .	<b>6 hours</b>
EDUC 5999 . . . . .	0 hours
PSYC 7010 and RSCH 7100. . . . .	6 hours
<b>Early Childhood Education Core</b> . . . . .	<b>24 hours</b>
ECED 7210, ECED 7220, ECED 7230 . . . . .	9 hours
ECED 7320, ECED 7330, ECED 7340 . . . . .	9 hours
ECED 7540, ECED 7550 . . . . .	6 hours
<b>Electives*</b> . . . . .	<b>6 hours</b>
<b>Total Hours Required for the Degree</b> . . . . .	<b>36 semester hours</b>

\* Suggested Electives: ECED 6000 (3-6 credits), ENGL 8690A and B, LEAD 7020, LEAD 7420, other electives approved by advisor. Students may apply elective credit toward an endorsement.

**Endorsements:**     READ 7010, 7100, 7130  
                           ESOL 6010, 6020, 6030  
                           PSYG 5610, 6600, 6620, 7600

**MASTER OF ARTS FOR TEACHERS WITH A MAJOR IN SPECIAL EDUCATION**  
 Collaborative Online Education Programs

**SELECTED EDUCATIONAL OUTCOMES**

1. Candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Candidates 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. Candidates are able to analyze educational research findings and incorporate new information into their practice.
4. Candidates 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. Candidates will demonstrate content knowledge through passing the state-required content assessment.
2. Candidates 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. Candidates will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by their principal and a university supervisor.
4. Candidates will demonstrate their ability to positively impact P-12 learning through documents placed in an electronic portfolio, which may include teacher work samples and a capstone project.

**PROGRAM ADMISSION REQUIREMENTS**

1. Submit two copies of official transcripts from each institution (graduate and undergraduate) previously attended.
2. Have a cumulative grade point average of 2.50 on all graduate and undergraduate coursework previously attempted.
3. Serve as the teacher for students with disabilities appropriate for the candidate’s selected area of certification (i.e., general or adapted), with a nonrenewable nonprofessional (NNT) certificate. Teachers must have a minimum of 20 contact hours per week throughout fall and spring semesters with students who have disabilities appropriate to the teachers’ selected area of certification. During the last semester of enrollment, excluding summer, candidates must complete a minimum of four weeks of full-time clinical practice, in which they assume the role of a special educator. Any candidates not serving in the role of a special educator must provide verification from the school administrator that they will be assigned to this role full-time for a minimum of four weeks.
4. Provide documentation of passing scores on the GACE Basic Skills Test or documentation of an exemption (e.g., SAT 1000 combined Verbal and Quantitative, ACT 43 combined English and Math, GRE 1030 combined Verbal and Quantitative).
5. Provide documentation of a content concentration that consists of 15 semester hours of academic content that conforms to the GaPSC preparation requirements of the content concentrations for middle grades.

**Admission Deadlines**

Check the website for admission deadlines and application form:

<http://www.valdosta.edu/colleges/education/deans-office/online-programs>

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on M.A.T. Special Education Program for information on:

- Specific M.A.T. Special Education Program Admission Requirements
- M.A.T. Special Education Program Retention, Dismissal, and Readmission Policies
- M.A.T. Special Education Program Graduation Requirements

**REQUIREMENTS FOR THE ONLINE M.A.T. DEGREE WITH A MAJOR IN SPECIAL EDUCATION – GENERAL CURRICULUM**

<b>Core Courses</b> . . . . .	<b>6 hours</b>
SEGC 6000, SEGC 6040 . . . . .	6 hours
<b>Area of Concentration</b> . . . . .	<b>24 hours</b>
SEGC 6010, SEGC 6020 . . . . .	6 hours
SERD 6030, SEGC 5140, . . . . .	6 hours
SEGC 6050, SERD 6030 . . . . .	6 hours
SERD 6040 or SERD 6060 or SERD 6070 . . . . .	3 hours
SEGC 6200 . . . . .	3 hours
<b>Research Core</b> . . . . .	<b>6 hours</b>
SEGC 6100, SEGC 6110 . . . . .	
<b>Total Hours Required for the Degree</b> . . . . .	<b>36 semester hours</b>

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education General Curriculum Tests: Test I (081) and Test II (082). Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.

**REQUIREMENTS FOR THE ON-LINE M.A.T. DEGREE WITH A MAJOR IN SPECIAL EDUCATION – ADAPTED CURRICULUM**

<b>Core Courses</b> .....	<b>9 hours</b>
SEAC 6010, SEAC 5140, SEAC 5190 .....	9 hours
<b>Area of Concentration</b> .....	<b>21 hours</b>
SEAC 5500, SEAC 5570, SEAC 5530, SEAC 5540 .....	12 hours
SEAC 5550, SEAC 5050 .....	6 hours
SEAC 6200 .....	3 hours
<b>Research Core</b> .....	<b>6 hours</b>
SEAC 5030 .....	3 hours
SEAC 6110 .....	3 hours
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education Adapted Curriculum Tests: Test I (083) and Test II (084). Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.

**EDUCATION SPECIALIST DEGREE WITH A MAJOR IN SPECIAL EDUCATION**

**SELECTED EDUCATIONAL OUTCOMES**

1. Candidates demonstrate a strong knowledge of content area(s) appropriate to their certification levels.
2. Candidates use assessment and research to make data- / evidence-based decisions to ensure the continuous development of all learners.
3. Candidates create positive learning environments for all learners.
4. Candidates use their knowledge of students and their learning to design and plan appropriate learning experiences for all learners.

**EXAMPLES OF OUTCOME ASSESSMENTS**

1. Candidates demonstrate content knowledge through course-based content assessment.
2. Candidates demonstrate effective use of data and research to make data- / evidence-based decisions through completion of a review of current literature.
3. Candidates demonstrate positive learning environments through video-taped evidence.
4. Candidates demonstrate positive impact on learners through an applied research project.

**Admission Deadlines**

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

**REQUIREMENTS FOR THE ED.S. DEGREE WITH A MAJOR IN SPECIAL EDUCATION**

<b>Core Courses</b> .....	<b>9 hours</b>
EDUC 5999 .....	0 hours
SPEC 8010 .....	3 hours
SPEC 8110 and elective	
<i>or</i>	
SPEC 8999 .....	6 hours
<b>Approved Elective</b> .....	<b>3 hours</b>
<b>Required Specialization Courses</b> .....	<b>9 hours</b>
SPEC 8020, SPEC 8030, SPEC 8040	
<b>Research Requirements</b> .....	<b>6 hours</b>
RSCH 8000, SPEC 8060	
<b>Total Hours Required for Degree</b> .....	<b>27 semester hours</b>

# Department of Kinesiology and Physical Education

*Dr. Mike Griffin, Head*

*Room 168, Physical Education Complex*

The Department of Kinesiology and Physical Education offers a master's program (M. Ed.) with a major in health and physical education and an educational specialist program (Ed. S.) with a major in coaching pedagogy in physical education. Both programs are fully online and require candidates to research, design, develop, implement, evaluate, and disseminate innovative educational and/or coaching practices.

The Master of Education (M.Ed.) degree program in Health and Physical Education within the Department of Kinesiology and Physical Education is designed with the goal of improving teaching and offers candidates opportunities for integrated study and practice. Upon completion of the program, eligible candidates meeting appropriate criteria will have the opportunity to earn the T-5 certificate or its equivalent. The updated, fully online program employs profession-specific content aligned with the current NASPE advanced standards. The most recent technology applications will be used to better prepare graduates to apply today's knowledge to tomorrow's practice. The aim is to create changes in health and physical education programs through the development of master teachers in health and physical education in the state of Georgia, within the service region and beyond.

## 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 candidates to specialize in physical education. With the goal of educating better teachers, the graduate program offers candidates 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 to 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 youth.

## SELECTED EDUCATIONAL OUTCOMES

Candidates in advanced teacher education programs will:

1. have an in-depth understanding of content knowledge that can be applied to their physical education programs and daily instruction.
2. use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners.
3. continuously and collaboratively learn, further their own professional development, and use their abilities to contribute to the profession.
4. 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

Candidates in advanced teacher education programs will demonstrate:

1. the level of their content knowledge through performance on comprehensive examinations or development and presentation of the electronic portfolio.
2. their use of instructional strategies and technologies through continuous planning, teaching, and self-evaluation of teaching episodes during a variety of field experience assignments.
3. their ability to identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. their ability to positively impact P-12 learners through a project involving pre-assessment, instructional and practice intervention, and post-assessment data collection and interpretation.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. Applicants are responsible for allowing adequate time for document submission and for ensuring receipt of documents.

### Admission Deadlines

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Health & Physical Education M.Ed. Program for information on:

- Specific Health & Physical Education M.Ed. Program Admission Requirements
- Health & Physical Education M.Ed. Program Retention, Dismissal, and Readmission Policies
- Health & Physical Education M.Ed. Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

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

### **REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION**

EDUC 5999 .....	0 hours
RSCH 7100. ....	3 hours
KSPE 7110, KSPE 7120, KSPE 7130, KSPE 7140 .....	12 hours
KSPE 7150 .....	4 hours
KSPE 7160, KSPE 7170, KSPE 7180, KSPE 7260 .....	12 hours
Capstone Course KSPE 7910. ....	2 hours

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

The successful completion of a comprehensive exam or the successful development of a professional portfolio is also required for completion of this degree program.

## **EDUCATION SPECIALIST DEGREE WITH A MAJOR IN COACHING PEDAGOGY IN PHYSICAL EDUCATION**

The Ed.S. in Coaching Pedagogy in Physical Education is a rigorous academic program of 27 semester hours of fully online course work. Graduates of the program who meet all criteria may be eligible for upgrade to T-6 certification in the state of Georgia or reciprocal states.

1. Applicants must have completed a master's degree at an accredited or approved institution.
2. Applicants must have completed an undergraduate or master's degree at an accredited or approved institution with a major in health and physical education or physical education, with documentation of passing GACE II Content Assessment or PRAXIS II. Applicants from related fields (e.g., athletic training or exercise physiology) will be required to show a passing score on GACE II Content Assessment or PRAXIS II, provide experiential background information, and attend a selection interview demonstrating appropriate knowledge and commitment to the program.
3. Applicants must have completed 3 years of acceptable school experience, including coaching duties.
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.

This specialist program offers candidates the opportunity to continue to develop their knowledge and skills through advanced and more specialized content designed specifically to address excellence in coaching and educate practicing teachers through the medium of coaching studies. Course objectives and requirements coincide with the National Association for Sport and Physical Education National Standards for Sport Coaches.

### **SELECTED EDUCATIONAL OUTCOMES**

Candidates will:

1. develop a coaching philosophy that centers on ethical conduct and behavior while focusing on the safety and well being of the athlete.
2. develop the ability to recognize inherent risks of unsafe equipment, facilities, and conditions during high risk activities.
3. develop a capstone project on a topic that is unique to the needs of the sports program being coached by the candidate and determine the relevance of the study through a statistical analysis of the results.



## EXAMPLES OF OUTCOME ASSESSMENTS

Candidates will:

1. Develop a coaching philosophy to be evaluated by faculty using a departmentally developed rubric.
2. Create an emergency action plan to be evaluated by faculty using a departmentally developed rubric.
3. Develop a capstone project on a unique coaching topic to be evaluated by faculty using a departmentally developed rubric.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### Admission Deadlines

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Coaching Pedagogy Ed.S. Program for information on:

- Specific Coaching Pedagogy Program Admission Requirements
- Coaching Pedagogy Program Retention, Dismissal, and Readmission Policies
- Coaching Pedagogy Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

## REQUIREMENTS FOR THE ED.S. DEGREE

### WITH A MAJOR IN COACHING PEDAGOGY IN PHYSICAL EDUCATION

EDUC 5999 .....	0 hours
KSPE 8100, KSPE 8200, KSPE 8300 .....	9 hours
KSPE 8500, KSPE 8600, KSPE 8700 .....	9 hours
KSPE 8110, KSPE 8410 .....	6 hours
KSPE 8900 .....	3 hours

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

# Department of Marriage and Family Therapy

*Dr. Kate Warner, Head*

*Room 134 Continuing Education Building*

The Marriage and Family Therapy Program is accredited by the Commission on Accreditation for Marriage and Family Therapy Training and Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT).

## **MASTER OF SCIENCE 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 MFT, 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 in Georgia as Marriage and Family Therapists and for Associate 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 600 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.

### **MFT PROGRAM MISSION STATEMENT**

The mission of the Valdosta State University Marriage and Family Therapy Program is to provide students the academic and clinical training required to practice relationally informed clinical work and to ready graduates for work in a variety of mental health settings.

### **MFT PROGRAM PHILOSOPHY**

The philosophy of the Valdosta State University Marriage and Family Therapy Program is guided by a commitment to diversity and the belief that the differences that make up the weave of humanity must be embraced and cherished; a relational understanding that all human behavior and meaning-making are context-dependent, and so a deep appreciation of each client's context is a prerequisite of respectful treatment; and the belief that the students' uniqueness should be respected and developed through active, engaged learning with an accessible and supportive faculty.

### **SELECTED EDUCATIONAL OUTCOMES**

Upon successful completion of the MFT program, students will:

- Practice from a culturally sensitive lens.
- Practice from a systemic lens.
- Be prepared to obtain entry-level employment in mental health agencies.
- Claim the professional identity of Marriage and Family Therapist.

### **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 translate their coursework to clinical practice.
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.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements, submitted by the admission deadline. To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### Admission Deadlines

Fall Deadline: July 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Marriage & Family Therapy for information on:

- Specific MFT Program Admission Requirements
- MFT Program Retention, Dismissal, and Readmission Policies
- MFT Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

### REQUIRED COURSE WORK

<b>Area I: Theoretical Foundations.</b>	<b>5 hours</b>
MFTH 7101*	3 hours
MFTH 7103	2 hours
*Additional Theoretical Foundations included in MFTH 6800	
<b>Area II: Clinical Practice.</b>	<b>15 hours</b>
MFTH 7102, MFTH 7400, MFTH 7601	9 hours
MFTH 7602, MFTH 7700	6 hours
<b>Area III: Individual Development &amp; Family Relations.</b>	<b>9 hours</b>
MFTH 6700, MFTH 7500, MFTH 7050	9 hours
<b>Areas IV: Professional Identity &amp; Ethics.</b>	<b>5 hours</b>
MFTH 6800	3 hours
MFTH 7350, MFTH 7880	2 hours
<b>Area V: Research.</b>	<b>3 hours</b>
MFTH 7200	3 hours
<b>Area VI: Electives.</b>	<b>minimum of 5 hours</b>
MFTH 7900	6 hours
SOCI 7021	3 hours
MFTH 7510	3 hours
MFTH 7550	3 hours
MFTH 7650 Special Topics in MFTH	1 hour each
Other approved courses	
<b>Area VII: Supervised Clinical Practice.</b>	<b>18 hours</b>
(1 year, minimum 500 hours direct client contact)	
MFTH 7600 Practicum	18 hours
<b>Total Required for the Degree</b>	<b>minimum of 60 semester hours</b>

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

# Department of Middle, Secondary, Reading, and Deaf Education

*Dr. Barbara Radcliffe, Interim 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 with a major in Teacher Leadership is offered for certified professional personnel who hold teaching (T) and service (S) certificates. All of these accredited graduate 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 profession. At both master and specialist graduate program levels, candidates acquire the knowledge, skills, and preparation for meeting the standards of the National Board for Professional Teaching Standards.

The department also offers a variety of Master of Arts in Teaching (M.A.T.) degrees resulting in clear/renewable initial certification. The M.A.T. program in middle grades and secondary education is designed for candidates who already have their undergraduate degree and who have satisfied content requirements in the area(s) in which they want to teach. This M.A.T. program offers initial certification to candidates in the fields of Middle Grades Education or Secondary Education. The emphasis for the degree is on the development of pedagogical, management, and curricular knowledge and skills needed to become effective teachers.

The M.A.T. with a major in special education-deaf and hard-of-hearing allows VSU students with a B.S.Ed. pre-professional degree in deaf and hard-of-hearing to complete a fifth-year master's program (M.A.T.) and earn initial certification.

Three collaborative online education program degree options are available: Master of Education in Curriculum and Instruction with a major in accomplished teaching and the Master of Education with a major in middle grades math and science, both of which emphasize the refinement of instructional skills and the advanced candidate's development as a master teacher. The Education Specialist in Teacher Leadership emphasizes teacher leadership development and the application of action research skills in educational settings.

## **MASTER OF ARTS IN TEACHING (M.A.T) IN MIDDLE GRADES AND SECONDARY EDUCATION**

### **INITIAL CLEAR/RENEWABLE CERTIFICATION**

The M.A.T. program is designed for candidates who already have their undergraduate degree and who have satisfied content requirements in the area(s) in which they want to teach. The M.A.T. program offers initial certification to candidates in Middle Grades Education. Candidates select two areas from the following: English, reading, mathematics, social studies, and science.

The M.A.T. is also offered for secondary education programs (grades 6-12) in English, mathematics, biology, chemistry, physics, earth science, history, or political science. Options are available for teachers currently employed with a temporary certificate and for prospective middle and secondary level teachers who do not currently hold certification.

#### **SELECTED EDUCATIONAL OUTCOMES**

1. Students in initial teacher education programs demonstrate knowledge of the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in initial teacher education programs apply content specific pedagogy to the subject area content and demonstrate a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help students learn.
3. Students in initial teacher education programs analyze educational research findings and incorporate new information into their practice.
4. Students in initial teacher education programs 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 in initial teacher education programs demonstrate content knowledge through passing the state-required content assessment.
2. Students in initial teacher education programs 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 in initial teacher education programs demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and 4-12 mentor teacher.
4. Students in initial teacher education programs demonstrate their ability to positively impact P-12 learning through a Teacher Work Sample (TWS).

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Alternative Certification Track for information on:

- Specific M.A.T. (selected option) Program Admission Requirements
- M.A.T. (selected option) Program Retention, Dismissal, and Readmission Policies
- M.A.T. (selected option) Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**MASTER OF ARTS IN TEACHING (M.A.T.) IN MIDDLE GRADES AND SECONDARY EDUCATION  
EMPLOYED TEACHER OPTION**

This option is designed for working teachers. It results in clear/renewable certification at the completion of MSED 7001, MSED 7002, MSED 7003, MSED 7004, MSED 7005, and MSED 7006. Candidates typically complete the certification requirements within the first three to four semesters. Candidates can earn an M.A.T. upon completion of the program.

MGED 2999 or SEED 2999 . . . . .	0 hours
PSYC 7010 and RSCH 7100. . . . .	6 hours
MSED 7000, MSED 7010, MSED 7650, MSED 7800 . . . . .	12 hours
MSED 7001, MSED 7002, MSED 7003 . . . . .	9 hours
MSED 7004, MSED 7005, MSED 7006. . . . .	9 hours

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

There are requirements in addition to the above that candidates must complete before being recommended for certification, including SPEC 3000 (or equivalent). Technology knowledge and skills are demonstrated through coursework because technology requirements are embedded throughout the program of study. Additional technology coursework may be recommended through SEED 4010, ACED 3400, or ACED 7600.

**MASTER OF ARTS IN TEACHING (M.A.T.) IN MIDDLE GRADES AND SECONDARY EDUCATION  
FULL-TIME STUDENT OPTION**

This option is designed for full-time students who are not employed as teachers. It results in an M.A.T. and clear/renewable certification.

MGED 2999 or SEED 2999 . . . . .	0 hours
PSYC 7010 and RSCH 7100. . . . .	6 hours
MSED 7000, MSED 7010, MSED 7650, MSED 7800 . . . . .	12 hours
MSED 7001, MSED 7002, MSED 7003 . . . . .	9 hours
MSED 7020, MSED 7021 . . . . .	3 hours
MSED 7004 . . . . .	3 hours
MSED 7040, MSED 7041. . . . .	3 hours

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

There are requirements in addition to the above that candidates must complete before being recommended for certification, including SPEC 3000 (or equivalent). Technology knowledge and skills are demonstrated through coursework because technology requirements are embedded throughout the program of study. Additional technology coursework may be recommended through SEED 4010, ACED 3400, or ACED 7600.

## **MASTER OF EDUCATION WITH A MAJOR IN MIDDLE GRADES EDUCATION *or* A MAJOR IN SECONDARY EDUCATION**

### **SELECTED EDUCATIONAL OUTCOMES**

1. Candidates in advanced teacher education programs demonstrate an in-depth knowledge of the content that they teach.
2. Candidates 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. Candidates in advanced teacher education programs reflect on their practice and identify their strengths and areas of needed improvement.
4. Candidates 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. Candidates in advanced teacher education programs will demonstrate the level of their content knowledge through satisfactory completion of content coursework.
2. Candidates in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through a video self-analysis of instruction.
3. Candidates 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. Candidates 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.

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements (listed below) submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### **Admission Deadlines**

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on M.Ed. Middle Grades or Secondary Education Program for information on:

- Specific M.Ed. Middle Grades or Secondary Education Program Admission Requirements
- M.Ed. Middle Grades or Secondary Education Program Retention, Dismissal, and Readmission Policies
- M.Ed. Middle Grades or Secondary Education Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

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

<b>College of Education and Human Services Core Courses</b> .....	<b>6 hours</b>
PSYC 7010 and RSCH 7100 .....	6 hours
<b>MSED Specialization Courses</b> .....	<b>12 hours</b>
MSED 7000 and MSED 7010 .....	6 hours
MSED 7650 .....	3 hours
MSED 7800 .....	3 hours
<b>Content Courses</b> .....	<b>18 hours</b>
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.	
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

#### **REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN SECONDARY EDUCATION**

<b>Professional Education Courses</b> .....	<b>9 hours</b>
MSED 7010, PSYC 7010, RSCH 7100 .....	9 hours
<b>Area of Concentration</b> .....	<b>27 hours</b>
MSED 7000 .....	3 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.	
<b>Total Hours Required for the Degree</b> .....	<b>36- 37 semester hours</b>



## ONLINE GRADUATE EDUCATION PROGRAMS AND COLLABORATIVES

### MASTER OF EDUCATION PROGRAMS IN MIDDLE GRADES MATH AND SCIENCE AND CURRICULUM AND INSTRUCTION IN ACCOMPLISHED TEACHING

#### SELECTED EDUCATIONAL OUTCOMES

1. Candidates in advanced teacher education programs demonstrate an in-depth knowledge of the content that they will teach.
2. Candidates 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. Candidates in advanced teacher education programs reflect on their practice and identify their strengths and areas of needed improvement.
4. Candidates 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

1. Candidates in advanced teacher education programs will demonstrate the level of their content knowledge through performance on comprehensive examinations or completion of capstone project.
2. Candidates 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. Candidates 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. Candidates 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.

The M.Ed. collaborative programs in Middle Grades Math and Science (MGMS) and Curriculum and Instruction in Accomplished Teaching (ACTE) utilize a sequenced, two-semester admission process. To be reviewed for semester one quick admission, applicants must submit the collaborative online education programs application and application fee prior to the deadline for that term. Admission to the first semester is a provisional admission based on verification of teacher certification status. To be fully admitted to the program for “semester two,” applicants must complete all admission requirements in full prior to the deadline for that term.

#### Admission Deadlines

Collaborative online education programs deadlines are established each term. Check the website for admission deadlines and application forms: <http://www.valdosta.edu/colleges/education/deans-office/online-programs>.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on M.Ed. MGMS and ACTE Program for information on:

- Specific M.Ed. MGMS and ACTE Program Admission Requirements
- M.Ed. MGMS and ACTE Program Retention, Dismissal, and Readmission Policies
- M.Ed. MGMS and ACTE Program Graduation Requirements

## 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

<b>Core Courses.</b> .....	<b>15 hours</b>
MGMS 5999. ....	0 hours
MGMS 7100, MGMS 7000 (VSU) .....	6 hours
MGMS 7200, MGMS 7240, MGMS 7400 (NGCSU) .....	9 hours
<b>Content Courses.</b> .....	<b>18 hours</b>
MATH 5180, MATH 5190, MATH 6161 (VSU) .....	9 hours
MGMS 7400, MGMS 7401, MGMS 7402 (NGCSU) .....	9 hours
<b>Capstone Course.</b> .....	<b>3 hours</b>
MGMS 7670 Teaching Practicum	
<b>Total Required for the Degree</b> .....	<b>36 semester hours</b>

## MASTER OF EDUCATION WITH A MAJOR IN CURRICULUM AND INSTRUCTION IN 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

<b>Core Courses.</b> .....	<b>9 hours</b>
EDAT 5999. ....	0 hours
EDAT 7100, EDAT 7133, EDAT 6159 .....	9 hours
<b>Georgia Framework Domains.</b> .....	<b>18 hours</b>
EDAT 6226, EDAT 6115, EDAT 7132 .....	9 hours
EDAT 6001, EDAT 7131, EDAT 6000 .....	9 hours
<b>Approved Electives.</b> .....	<b>9 hours</b>
<b>Total Required for the Degree</b> .....	<b>36 semester hours</b>

# MASTER OF EDUCATION WITH A MAJOR IN READING EDUCATION

## SELECTED EDUCATIONAL OUTCOMES

1. Candidates demonstrate the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates use data and current research to inform their practices.
3. Candidates create positive environments for learning.
4. Candidates collect and analyze data related to student learning and apply strategies for improving student learning.

## EXAMPLES OF OUTCOME ASSESSMENTS

1. Candidates 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. Candidates will submit evidence of assessment plans and results in portfolios, which will be assessed by teams of faculty members.
3. Candidates will present evidence of diagnostically determined pupil-oriented instruction in a case study/portfolio format in appropriate courses. Candidates must successfully complete READ 7160 and READ 7170.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### Admission Deadlines

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Reading Education M.Ed. Program for information on:

- Specific Reading Education M.Ed. Program Admission Requirements
- Reading Education M.Ed. Program Retention, Dismissal, and Readmission Policies
- Reading Education M.Ed. Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR THE M.ED. DEGREE IN READING EDUCATION**

<b>EDUC 59000 Professional Orientation</b> .....	<b>0 credit hours</b>
(During first semester of the program)	
<b>Dewar College of Education and Human Services Core</b> .....	<b>9 hours</b>
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
<b>Reading Education Core</b> .....	<b>18 hours</b>
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
<b>Guided Elective.</b> .....	<b>3 hours</b>
<b>Capstone Experience (Practicum Courses)</b> .....	<b>6 hours</b>
READ 7160 Diagnosing Reading Difficulties .....	3 hours
READ 7170 Correcting Reading Difficulties. ....	3 hours
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

**GEORGIA READING ENDORSEMENT**

Individuals who hold the Reading Endorsement are in-field to teach reading at the grade level of their base certificate.

**Admission Deadlines**

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

**PROGRAM ADMISSION REQUIREMENTS:**

To pursue to Georgia Reading Endorsement, applicants must:

1. Submit a graduate application for admission as a non-degree seeking endorsement student;
2. Hold an undergraduate degree from a regionally accredited institution;
3. Hold a clear renewable certificate in any teaching field or the service field of communication disorders.

Go to the Graduate School Website at <http://www.valdosta.edu/gradschool/programs.shtml> and click on Georgia Reading Endorsement Program for information on:

- Reading Endorsement Program Graduation Requirements .

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR THE READING ENDORSEMENT**

READ 7100 .....	2-3 hours
READ 7010 and READ 7130 .....	6 hours
<b>Total Hours Required for the Endorsement</b> .....	<b>8-9 semester hours</b>

# MASTER OF EDUCATION WITH A MAJOR IN SPECIAL EDUCATION DEAF AND HARD-OF-HEARING EDUCATION

## SELECTED EDUCATIONAL OUTCOMES

1. Candidates 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. Candidates 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. Candidates in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.
4. Candidates 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. Candidates in special education/deaf education will demonstrate content knowledge through passing the state-required content assessment in deaf education.
2. Candidates 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. Candidates 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. Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

To be considered for acceptance as a regular graduate student in the M.Ed. in Special Education–Deaf and Hard-of-Hearing program, an applicant must be currently enrolled or a recent graduate of the VSU undergraduate B.S.Ed. with a major in Special Education–Deaf and Hard-of-Hearing program (graduation from this B.S.Ed. program is required before admission to the program).

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### Admission Deadlines

Fall Deadline: July 15

This program considers applications for Fall term only.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Deaf and Hard-of-Hearing Education M.Ed. Special Education Program for information on:

- Specific Deaf and Hard-of-Hearing Education M.Ed. Special Education
- Program Admission Requirements
- Deaf and Hard-of-Hearing Education M.Ed. Special Education Program Retention, Dismissal, and Readmission Policies
- Deaf and Hard-of-Hearing Education M.Ed. Special Education Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN SPECIAL EDUCATION  
DEAF AND HARD-OF-HEARING EDUCATION *and***

**FOR CANDIDATES COMPLETING A VSU B.S.ED. DEGREE WITH A MAJOR IN SPECIAL  
EDUCATION–DEAF AND HARD-OF-HEARING:**

<b>College of Education and Human Services Core Courses</b> .....	<b>16 hours</b>
RSCH 7100.....	3 hours
LEAD 7210.....	1 hour
DEAF 5010.....	10 hours
DEAF 5020.....	2 hours
<b>Concentration for Deaf &amp; Hard-of-Hearing Education</b> .....	<b>20 hours</b>
DEAF 5310, DEAF 5370.....	6 hours
DEAF 5380.....	4 hours
DEAF 6000, DEAF 6010 .....	6 hours
DEAF 6020.....	4 hours
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

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

**SELECTED EDUCATIONAL OUTCOMES**

1. Candidates 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. Candidates 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. Candidates in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.
4. Candidates 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. Candidates in special education/deaf education will demonstrate content knowledge through passing the state-required content assessment in deaf education.
2. Candidates 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. Candidates 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. Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

Candidates wishing to pursue the M.A.T. in Special Education—Deaf and Hard-of-Hearing must complete the Deaf Studies minor at VSU or have completed the equivalent of these courses at another institution.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines**

- Fall Deadline: July 15
- Spring Deadline: November 15
- Summer Deadline: April 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Deaf & Hard-of-Hearing M.A.T. Special Education Program for information on:

- Specific Deaf & Hard-of-Hearing M.A.T. Special Education Program Admission Requirements
- Deaf & Hard-of-Hearing M.A.T. Program Special Education Retention, Dismissal, and Readmission Policies
- Deaf & Hard-of-Hearing M.A.T. Special Education Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR THE M.A.T. IN SPECIAL EDUCATION—DEAF AND HARD-OF-HEARING**

<b>Core Courses</b> . . . . .	<b>19 hours</b>
DEAF 2999 . . . . .	0 hours
DEAF 6000, DEAF 6010, DEAF 6110 . . . . .	9 hours
ACED 7400, RSCH 7100, PSYC 7010 . . . . .	9 hours
LEAD 7210 . . . . .	1 hour
<b>Area of Specialization - Deaf and Hard-of-Hearing</b> . . . . .	<b>17 hours</b>
DEAF 5310, DEAF 5370, DEAF 6030 . . . . .	9 hours
DEAF 5380, DEAF 6020 . . . . .	8 hours
<b>Total Hours Required for the Degree</b> . . . . .	<b>36 semester hours</b>

# EDUCATION SPECIALIST DEGREE WITH A MAJOR IN TEACHER LEADERSHIP

A VSU Online Program

## SELECTED EDUCATIONAL OUTCOMES

1. Candidates will demonstrate knowledge of the content necessary to successfully meet the Teacher Leadership Program Standards.
2. Candidates will model best practices in pedagogy and serve as mentors and coaches for other educators.
3. Candidates will conduct research related to school culture, curriculum, and assessment, and apply the findings to improving those areas.
4. Candidates will design and implement professional learning based on student and teacher needs.

## EXAMPLES OF OUTCOME ASSESSMENTS

1. Candidates will demonstrate the content knowledge by passing the state-required content assessment.
2. Candidates will demonstrate best practices in pedagogy, mentoring, and coaching through faculty and supervisor observation of those practices.
3. Candidates will demonstrate the ability to conduct and apply research through a review of literature and an associated action research project scored by a departmentally created rubric.
4. Candidates will demonstrate the ability to design and implement professional learning through faculty and supervisor observation of clinical practice.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### Admission Deadlines:

Collaborative online education program deadlines are established each term. Check the website for admission deadlines and application forms: <http://www.valdosta.edu/colleges/education/deans-office/online-programs>.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Ed.S. in Teacher Leadership for information on:

- Specific Program Admission Requirements
- Program Retention, Dismissal, and Readmission Policies
- Program Graduation Requirements



**REQUIREMENTS FOR THE ED.S. DEGREE WITH A MAJOR IN TEACHER LEADERSHIP**

<b>Core Courses.</b> .....	<b>15 hours</b>
EDET 5999.....	0 hours
EDET 8020*, EDET 8030.....	6 hours
EDET 8040*, EDET 8050*, EDET 8880 .....	9 hours

All candidates must successfully complete EDET 5999, a zero credit hour professional orientation course, during the first semester of enrollment.

\*Work in course must focus on content of candidate's certification field.

<b>Teacher Leadership Residency Courses</b> .....	<b>3 hours</b>
EDET 8001.....	1 hour
EDET 8002.....	1 hour
EDET 8003.....	1 hour

**Specialization Courses (numbered 5000 & above).** .....

Themes to select from, in consultation with advisor, include but are not limited to:

- Early Childhood Education,
- ESOL (endorsement)
- Career and Technical Education
- Gifted Education (endorsement)
- Instructional Technology
- Leadership (GaPSC pre-service courses)
- Online Teaching (endorsement)
- Physical Education
- Reading (endorsement)
- Special Education
- Any combination of above

<b>Total Required for the Degree</b> .....	<b>27 semester hours</b>
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# Department of Psychology and Counseling

*Dr. Jackson Rainer, Head*

*Room 2104 Psychology Building*

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

At the graduate level, the department offers the M.S. degree with a concentration in clinical/counseling psychology or in industrial/organizational psychology. Graduates are prepared to perform services in mental health settings, businesses, community colleges, government or industries that 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. These programs train and endorse program graduates specifically for employment in the public school setting and community. 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 school counseling programs are approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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:

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 153 (62nd percentile) on the combined Verbal Reasoning section of the Graduate Record Examination (GRE) and a minimum score of 145 (32nd percentile) on the Quantitative Reasoning section of the GRE.
3. Three letters of recommendation from professionals (at least two of which should be from faculty, if possible) 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.** For consideration for probationary admission, applicants should submit the three letters of recommendation (A-3) and the written statement (A-4) as set forth above, and meet 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.)

- undergraduate GPA of 3.0 or above and scores of at least 145 on the Verbal Reasoning section of the GRE and 141 on the Quantitative Reasoning section of the GRE.\*
- or*
- undergraduate GPA of 2.75 or above and scores of at least 153 on the Verbal Reasoning section of the GRE and 145 on the Quantitative Reasoning section of the GRE.\*

\*In addition to standardized test scores, letters of recommendation, personal statement, and GPA, the Admission Committee may consider the applicant's TOEFL score (where appropriate) and disaggregated characteristics of academic transcripts (with special attention to grades in the last two years of the applicant's undergraduate program and psychology coursework).

### **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 CONCENTRATION 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. Candidates' 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 CONCENTRATION IN CLINICAL/COUNSELING PSYCHOLOGY**

<b>Required Classes.</b> .....	<b>33 hours</b>
PSYC 7100, PSYC 7110 .....	8 hours
PSYC 7200, PSYC 7400, PSYC 7450 .....	9 hours
PSYC 7470, PSYC 7900 .....	6 hours
PSYC 7971, PSYC 7972 .....	4 hours
PSYC 8000, PSYC 8800 .....	6 hours
<b>Guided electives.</b> .....	<b>12 hours</b>
<b>Total hours required for the degree</b> .....	<b>45 semester hours</b>

**MASTER OF SCIENCE WITH A CONCENTRATION 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 CONCENTRATION IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

<b>Required Courses.</b> .....	<b>34 hours</b>
PSYC 5800, PSYC 7600, PSYC 7610 .....	9 hours
PSYC 7690 .....	1 hour
PSYC 7670 .....	3 hours
PSYC 7961, PSYC 7962 .....	6 hours
PSYC 8000, PSYC 8350, PSYC 8360 .....	9 hours
PSYC 8370, PSYC 8610 .....	6 hours
<b>Guided Electives.</b> .....	<b>11 hours</b>
<b>Total hours required for the degree</b> .....	<b>45 semester hours</b>

## **MASTER OF EDUCATION 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 and Human Services 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.

### **REMEDATION 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**

<b>Core Courses</b> .....	<b>9 hours</b>
LEAD 7210 .....	1 hour
SCHC 7800 .....	2 hours
RSCH 7100, PSYC 7020 .....	6 hours
<b>Concentration</b> .....	<b>39 hours</b>
PSYC 7030, *SCHC 7400, *SCHC 7420 .....	9 hours
*SCHC 7450,*SCHC 7820, *SCHC 7900 .....	9 hours
PSYC 8250, *SCHC 7470, SCHC 7820 .....	9 hours

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

\*Cross-listed with PSYC courses

SCHC 7830 .....	3 hours
SCHC 7981, SCHC 7991, SCHC 7992 .....	9 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) and Curriculum (CIED 7060).

## **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 hold a master's degree and be a fully certified school counselor.
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 quantitative portion). The score on the verbal section of the GRE may not be less than 400 or the score on the Miller Analogies Test may not be less than 390.
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 the 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.

**REQUIREMENTS FOR THE ED.S. DEGREE WITH A MAJOR IN SCHOOL COUNSELING**

SCHC 8140, SCHC 8991, SCHC 8995 .....	9 hours
PSYC 7120, PSYC 8150, PSYC 8200 .....	9 hours
PSYC 8500, PSYC 8610, RSCH 8000 .....	9 hours
<b>Total Hours Required for the Degree .....</b>	<b>27 semester hours</b>

**GIFTED IN-FIELD ENDORSEMENT**

A Collaborative Online Education Program

The Gifted In-Field Endorsement enables educators to provide “direct instruction” only in the grade levels and fields of the base certificate(s). Individuals with this endorsement may serve as a resource teacher for “indirect services” for gifted education in any content area or grade level P-12.

**Admission Deadlines:**

Check the VSU collaborative online education program website for admission deadlines.

**PROGRAM ADMISSION REQUIREMENTS:**

To pursue the endorsement, applicants must:

1. submit a graduate application for admission as a non-degree seeking student;
2. hold an undergraduate degree from a regionally accredited college or university
3. possess a current clear/renewable teaching certificate.

**PROGRAM RETENTION, DISMISSAL, AND READMISSION POLICIES**

1. The maximum time allowed for completion of the endorsement is seven calendar years. No work completed more than seven years prior to endorsement completion will be considered.
2. Students must successfully complete the four endorsement courses with an average grade of “B” or better to be recommended for the endorsement.

**REQUIREMENTS FOR GIFTED IN-FIELD ENDORSEMENT**

<b>Required Courses .....</b>	<b>12 hours</b>
PSYG 5610 .....	3 hours
PSYG 6600 .....	3 hours
PSYG 6620 .....	3 hours
PSYG 7600 .....	3 hours



# Department of Social Work

*Dr. Richard Vodde, Interim Head  
Room 213 Pine Hall*

The Department 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. 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 DEGREE

### SELECTED EDUCATIONAL OUTCOMES

1. Using the strengths perspective, graduates will practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.
2. Graduates will demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods.
3. Graduates will demonstrate elements of leadership and the ability to shape the professional environment.
4. Graduates will demonstrate an increasing ability to engage in informed and systematic self-directed practice.

### 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.

This program is accredited by the Council on Social Work Education (CSWE). VSU graduate students who are not enrolled in the M.S.W. program may take elective courses with the permission of the Head of the Department of Social Work, but required courses are restricted to M.S.W. students. The M.S.W. program is cohort-based, and the order of courses is strictly determined by selection of program. Academic credit will not be given for life experience or previous work experience.

Program cohort options and detailed programs of study are available at the Department of Social Work office and website: [www.valdosta.edu/sowk](http://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) including 5 weekends of on-campus classes each semester
- (3) Advanced Standing option: Full-Time On-Campus (1-year); Full-Time Web-Hybrid (1-year); Part-Time On-Campus (2-year); Part-Time Web-Hybrid (2-year)

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 Bachelor of Social Work (B.S.W.) from a CSWE-accredited program in the last 5 years. Additional admission requirements apply. Enrollment in this option is extremely competitive, and space is limited.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes

official transcripts from all institutions previously attended, official test scores (GRE, MAT), completed application form, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Application Deadlines**

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 M.S.W. students and in May for Advanced Standing students (B.S.W.).

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on MSW Program for information on:

- Specific MSW Program Admission Requirements
- MSW Program Retention, Dismissal, and Readmission Policies
- MSW Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR THE MASTER OF SOCIAL WORK DEGREE**

<b>First Year - Foundation Courses.....</b>	<b>30 hours</b>
SOWK 6000: Orientation to Adv. Generalist Practice (2 hours)*	
*Advanced Standing Only	
SOWK 6004: Social Work Practice with Groups .....	2 hours
SOWK 6100: Introto 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, and Services .....	3 hours
SOWK 6500: Research and Eval. Methods in Social Work.....	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
<b>Second Year - Concentration Courses .....</b>	<b>30 hours</b>
SOWK 7300: Adv. Practice with Individuals.....	3 hours
SOWK 7310: Adv. Practice with Families .....	3 hours
SOWK 7320: Adv. Practice in Organizations and Communities .....	3 hours
SOWK 7400: Adv. Social Work Policy & Practice .....	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
<b>Select a minimum of 5 hours of General Practice Electives:</b>	
SOWK 7000, SOWK 7700, SOWK 7810, SOWK 7820, SOWK 7840, SOWK 7860,	
SOWK 7870, SOWK 7880, or SOWK 7890 .....	3 hours
SOWK 7750, SOWK 7770, SOWK 7800, SOWK 7830, or SOWK 7850 .....	2 hours

\*Some elective courses are available in summer semester.

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

## **FIELD PRACTICUM**

Students in the M.S.W. 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.

# HARLEY LANGDALE, JR. COLLEGE OF BUSINESS ADMINISTRATION

*Dr. L. Wayne Plumly, Jr., Dean  
216 Thaxton Hall*

*Dr. Mel E. Schnake, MBA Director  
208 Pound Hall*

*Dr. Leonard Weld, M.Acc. Director  
214 Pound Hall*

The Harley Langdale, Jr. College of Business Administration at Valdosta State University offers a Master of Business Administration (MBA) program with tracks in General Business and in Healthcare Administration and a Master of Accountancy (MAcc) program. With six other AACSB-accredited business schools in Georgia, the Langdale College 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 communication skills; their appreciation for diverse cultural perspectives; and their ability to solve real-world business problems.

The Healthcare Administration track of the MBA provides an opportunity for medical professionals and those interested in the medical profession to acquire business knowledge so that they may advance in their careers and/or move into administrative positions.

The MAcc is a specialized graduate degree that prepares its graduates for careers in accounting. The program integrates accounting knowledge within the broader context of the other functional areas of business. The MAcc program seeks to develop students' critical thinking, problem-solving, communication, and technology skills.

The MAcc, 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. This accreditation places the Langdale College in the top 5% of all business schools worldwide.

The Langdale College, on VSU's Steel North Campus, has state-of-the-art facilities including multi-media classrooms, a student computer lab, and two computer teaching classrooms.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GMAT or GRE), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

## ADMISSION REQUIREMENTS FOR THE MBA PROGRAM

Applicants must have completed the following four prerequisites before being admitted to the program:

<b>Course</b>	<b>VSU Course Number</b>
Principles of Accounting I	ACCT 2101
Principles of Accounting II	ACCT 2102
Applied Business Statistics	BUSA 2100
Financial Management	FIN 3350

These prerequisites may be satisfied by taking an on-campus course from an accredited college or university or by completing self-paced CD modules developed for this purpose.

Admission requirements include a minimum GMAT score of 400, a minimum GPA of 2.50, and a minimum of 950 points using the formula: GMAT score + (200 x GPA). In lieu of the GMAT, applicants may submit GRE scores. Minimum GRE scores are 146 Verbal and 142 Quantitative.

The MBA committee will consider waiving the GMAT/GRE test requirement under either of two conditions:

- The applicant has substantial/managerial experience (minimum 7 years); or
- The applicant already holds a master's degree or higher from an accredited college or university.

To be considered for a test waiver, e-mail Dr. Schnake (mschnake@valdosta.edu) and attach copies of your transcript(s) and a detailed resume.

### **GEORGIA WebMBA® PROGRAM**

“Georgia’s MBA for the New Millennium”

The collaborative, web-based Master of Business Administration (WebMBA) program is offered by six AACSB-accredited business schools in Georgia (Valdosta State University, Columbus State University, Kennesaw State University, Georgia College and State University, Georgia Southern University, and 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](http://www.webmbaonline.org).

All six 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.

### **WEB MBA LEARNING GOALS**

1. **Analysis:** Graduate students will analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to support organizational decision making.
2. **Application:** Graduate students will be able to evaluate the utility of business concepts and apply them in specific situations.
3. **Ethics and Social Impact:** Graduate students will recognize and assess the ethical and social dimensions of business activities and evaluate their impact on business decisions.
4. **Information Technology:** Graduate students will evaluate and appropriately use information technology to enhance personal and organizational effectiveness.
5. **Integration:** Graduate students will solve problems and make decisions that integrate multiple business functions across a broad range of situations.
6. **Leadership:** Graduate students will integrate effective interpersonal skills with organizational leadership abilities.

### **EXAMPLES OF GOAL ASSESSMENTS**

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

### **ADMISSION DEADLINES**

See WebMBA web site at <http://www.webmbaonline.org> for the most current admission deadlines.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on WebMBA Program for information on:

- Specific WebMBA Program Admission Requirements
- WebMBA Program Retention, Dismissal, and Readmission Policies
- WebMBA Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

## WebMBA COURSES

The WebMBA graduate curriculum consists of the following 10 three-hour courses offered exclusively by the approved course-management system, plus a required, on-site student orientation course. Attending our 2-day orientation is mandatory unless you live outside the continental U.S.

WMBA 6000 Human Behavior in Organizations .....	3 hours
WMBA 6010 Managerial Accounting.....	3 hours
WMBA 6030 Global and International Business .....	3 hours
WMBA 6040 Managerial Decision Making .....	3 hours
WMBA 6050 Strategic Marketing.....	3 hours
WMBA 6060 Managerial Finance.....	3 hours
WMBA 6070 Entrepreneurship .....	3 hours
WMBA 6080 Management Information Systems.....	3 hours
WMBA 6100 Productions and Operations Management .....	3 hours
WMBA 6110 Business Strategy .....	3 hours

**Total Hours Required for the Degree .....** 30 semester 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. Additionally, each student is required to have the necessary computer hardware, software, and internet connection to complete the program. Details of program tuition rates and computer requirements are listed on the WebMBA web site: <http://www.webmbaonline.org>.

## COMMON PLATFORM

The WebMBA will use Desire2Learn (D2L) as a common platform. Support for D2L is available on the individual campuses as well as at the University System level. Students will learn how to use D2L 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).

## MASTER OF BUSINESS ADMINISTRATION (MBA)

The Master of Business Administration program offers two tracks. The General Business track of 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 General Business track of the MBA program any semester. The program offers four 3-hour MBA courses in Fall and Spring Semesters and at least two 3-hour MBA courses in Summer Semester. The program can be completed in three to four semesters; however, students may choose to take up to seven years to complete the program.

The Healthcare Administration track of the MBA is an online, part-time, program designed for students interested in a career in the area of healthcare.

### Admission Deadlines

Fall Deadline:	July 15
Spring Deadline:	November 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on MBA Program for information on:

- Specific MBA Program Admission Requirements
- MBA Program Retention, Dismissal, and Readmission Policies
- MBA Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

### MBA LEARNING GOALS

MBA students will be:

- 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.
- 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.
- Effective communicators, using information technology and oral and written skills to enhance decision making through better communication.
- Proficient in making ethical and legal decisions, recognizing cultural differences in the legal and ethical implications of business decisions.
- Globally cognizant, identifying management issues in a global environment with disparate business views and culturally diverse customers and employees.
- Team players and leaders, demonstrating 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 and group projects and present cases in oral and written form.
3. Faculty observe and rate students on teamwork and leadership skills.

**MASTER OF BUSINESS ADMINISTRATION (MBA)  
GENERAL BUSINESS TRACK**

**COURSE REQUIREMENTS**

<b>MBA-General Business Track Core</b> .....	<b>21 hours</b>
MBA 7030 Managerial Accounting. ....	3 hours
MBA 7050 Marketing Strategy. ....	3 hours
MBA 7350 Managerial Finance .....	3 hours
MBA 7660 Advanced Quantitative Methods. ....	3 hours
MBA 7630 Leadership and Motivation. ....	3 hours
MBA 7500 Managerial Economics .....	3 hours
MBA 7900 Strategic Management. ....	3 hours
<b>International Requirement (one of the following)</b> .....	<b>3 hours</b>
MBA 7401 International Business	
MBA 7402 International Economics	
MBA 7403 International Financial Management	
<b>Electives</b> .....	<b>6 hours</b>
Choose any two electives from MBA or MAcc programs	
<b>Total Hours Required for the Degree</b> .....	<b>30 semester hours</b>

**COURSE LOAD**

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

**ENROLLMENT BY UNDERGRADUATES**

Graduate School policy permits senior undergraduate students with an overall GPA of 3.0 to take a maximum of 9 semester hours of graduate courses for graduate credit. Undergraduates wishing to take an MBA course must also present a GMAT test score of at least 400.

**PROGRAM COSTS**

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

**MASTER OF BUSINESS ADMINISTRATION  
HEALTHCARE ADMINISTRATION TRACK**

**COURSE REQUIREMENTS**

<b>MBA-Healthcare Track Core</b> .....	<b>21 hours</b>
MBA 7030 Managerial Accounting. ....	3 hours
MBA 7050 Marketing Strategy. ....	3 hours
MBA 7630 Leadership and Motivation. ....	3 hours
MBA 7660 Advanced Quantitative Methods. ....	3 hours
MBA 7810 Healthcare Economics .....	3 hours
MBA 7830 Financial Management in Healthcare. ....	3 hours
MBA 7870 Healthcare Strategic Leadership .....	3 hours
<b>Required Healthcare Courses</b> .....	<b>6 hours</b>
MBA 7800 Introduction to Healthcare Systems and Policies. ....	3 hours
MBA 7899 Healthcare Administration Practicum. ....	3 hours



**Elective Healthcare Courses . . . . .9 hours**

Three courses selected from the following:

MBA 7640 Strategic Human Resources Management, MBA 7820 Insurance and Risk Management, MBA 7840 Legal Aspects of Healthcare, MBA 7850 Healthcare Information Systems, MBA7860 Healthcare Operations Management

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

## **MASTER OF ACCOUNTANCY (MAcc) PROGRAM**

The Master of Accountancy is a specialized graduate degree that prepares students for careers in public accounting. It also integrates accounting knowledge within the broader context of the other functional areas of business. The MAcc program develops its students' critical thinking and problem-solving, oral and written communications, and technology skills.

Students graduate from the MAcc program having fulfilled the educational requirements to become Certified Public Accountants (CPA).

### **ADMISSION REQUIREMENTS FOR THE MAcc PROGRAM**

Admission requirements include a minimum GMAT score of 400, a minimum GPA of 2.50, and a minimum composite score of 950 points using the formula: GMAT score + (200 x GPA). Automatic acceptance is granted to applicants with a composite score of 1100 or more. For applicants whose first language is not English, a Test of English as a Foreign Language (TOEFL) score is required and considered.

### **EDUCATIONAL OUTCOMES FOR THE MAcc DEGREE**

Upon completion of this degree, students should be able to:

1. demonstrate knowledge of the theory and application of financial accounting
2. use critical thinking and problem-solving skills
3. effectively communicate accounting information orally and in writing
4. apply computer technologies as they relate to the accounting profession

### **EXAMPLES OF OUTCOME ASSESSMENTS**

These outcomes will be assessed by:

1. course-embedded assessment questions
2. case studies to evaluate critical thinking and problem-solving skills
3. oral presentations in class and required written reports
4. application-based testing of spreadsheets, accounting databases research skills, and other accounting software.

### **Admission Deadlines**

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

To Apply online: <https://www.applyweb.com/apply/vsug/menu.html>

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on the MAcc Program for information on:

- Specific MAcc Program Admission Requirements
- MAcc Program Retention, Dismissal, and Readmission Policies
- MAcc Program Graduation Requirements

**MAcc PREREQUISITES**

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

<b>Required Course</b>	<b>VSU Course Number</b>
Intermediate Accounting I	ACCT 3201
Intermediate Accounting II	ACCT 3202
External Reporting	ACCT 3203
Accounting Information Systems	ACCT 4410
Individual Income Tax	ACCT 4500
Auditing	ACCT 4800

**MAcc DISMISSAL POLICY**

Policy provides for automatic dismissal if a student accumulates more than three (3) deficiency points based on the following scale:

A = 0	D = 2
B = 0	WF or F = 3
C = 1	U = 2

A student may appeal the dismissal decision within 30 business days of grades being posted on the VSU Banner system. The form for appeals is available on the VSU Graduate School website at [www.valdosta.edu/graduate-school/appeals.shtml](http://www.valdosta.edu/graduate-school/appeals.shtml). Graduate students who wish to appeal a dismissal must first discuss the issue with their professor. Further appeals are then directed, in order, to their professor’s department head, the director of the MAcc program, the dean of the Langdale College, the dean of the Graduate School, and the Vice President for Academic Affairs/Provost.

**MAcc COURSE REQUIREMENTS**

The MAcc graduate curriculum consists of the following courses:

<b>Core Courses</b> .....	<b>18 hours</b>
MACC 7100 Financial Accounting Theory .....	3 hours
MACC 7220 Advanced Accounting .....	3 hours
MACC 7390 Government and Not-for-profit Accounting .....	3 hours
MACC 7410 Advanced AIS .....	3 hours
MACC 7510 Corporate and Partnership Tax .....	3 hours
MACC 7800 Advanced Auditing .....	3 hours
<b>Electives</b> .....	<b>12 hours</b>
Any MACC 7xxx or MBA 7xxx courses	
<b>Total Hours Required for the Degree</b> .....	<b>30 semester hours</b>

# COLLEGE OF THE ARTS

*Mr. A. Blake Pearce, Dean  
2273 Fine Arts Building*

Dr. Carl Cates ..... Assistant Dean  
Head ..... Department of Art  
Dr. Carl Cates ..... Head, Department of Communication Arts  
Dr. Douglas Farwell ..... Interim Head, Department of Music

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

The College of the Arts offers graduate degree programs with majors in communication and music education in cooperation with the College of Education and Human Services. 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 their profession.

The mission of the College of the Arts centers on the preparation of professionals for a variety of roles in the arts. At the graduate level, the Master of Arts in Communication degree program prepares students for study at the doctoral level and for advancement in their professional fields. The Master of Music Education program prepares teachers in these disciplines to be leaders in their schools and provide substantial learning for the students in their care. The Master of Music Performance is a 36-semester-hour, non-thesis master's degree program intended to further the musical and academic skills of accomplished musicians.

The College of the Arts provides numerous cultural and artistic opportunities for students including theater, dance, Valdosta Symphony Orchestra, jazz band, media production, and art exhibitions. The college is also home to VSU-TV, the University's cable-access channel. The Valdosta State University College of the Arts is an accredited institutional member of the National Association of Schools of Art and Design, the National Association of Schools of Music, the National Association of Schools of Theater, the Southern Association of Colleges and Schools, and the National Council for Accreditation of Teacher Education.

# Department of Communication Arts

*Dr. Carl Cates, Head  
Room 1011, Nevins Hall*

The Department of Communication Arts offers a graduate program that leads to a Master of Arts in Communication (M.A.C.). Majors in speech communication and mass media are available, and both majors share a common core of four courses in theory and research methods. The M.A.C. prepares students for study at the doctoral level and for advancement in their professional fields. Students studying speech communication will be educated in the advanced theory and practice of communication in such areas as interpersonal, intercultural, and organizational communication, in addition to conflict management and advanced presentational skills. Students studying mass media will be educated in the theory and practice of media economics and management, law and ethics, and digital communication. Thesis and non-thesis options are available. Both programs seek to enhance students' communication, critical thinking, problem-solving skills, and leadership potential, as well as their appreciation for cultural diversity.

## SELECTED EDUCATIONAL OUTCOMES FOR SPEECH COMMUNICATION

1. To demonstrate the ability to develop research questions in the field of communication, design research methodologies using qualitative or quantitative methods, conduct research, and report findings.
2. To demonstrate competency in the knowledge of general communication theory and, more specifically, interpersonal, organizational, conflict resolution, and intercultural communication theories.
3. To produce systematic and thoroughly researched work appropriate to the discipline.
4. To demonstrate competency in professional communication skills in a variety of settings including public speaking, speechwriting, group leadership, and interviewing in a manner that is culturally sensitive.
5. To demonstrate the development and refinement of critical thinking abilities in communication.
6. To participate in activities related to the profession.

## OUTCOME ASSESSMENTS FOR SPEECH COMMUNICATION

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

1. The policy of the Department of Communication Arts is that all graduate courses, other than skills courses, require such written work as essays and research papers to help determine progress in research and written communication skills, analytical and interpretive skills, and mastery of course content.
2. For graduate skills courses, students must demonstrate competency through written projects and performance of skills learned, in addition to assessing the performance of others.
3. The comprehensive written and oral examinations to which students not selecting the thesis option are subject prior to graduation evaluate the students' ability to integrate and apply information and skills learned in the program of study. They also measure the effectiveness of the program in teaching essential concepts.
4. Program graduates demonstrate their collaborative efforts through reports and presentations throughout the program. They are assessed by direct observation by department faculty.
5. Students not selecting the comprehensive examination option will complete a thesis that will be evaluated by department faculty.
6. When available, university-wide data pertaining to the program and its graduates will be used for assessment and improvement.

## SELECTED EDUCATIONAL OUTCOMES FOR MASS MEDIA

1. To demonstrate the ability to develop research questions in the field of media, design research methodologies using qualitative or quantitative methods, conduct research, and report findings.
2. To demonstrate competency in the knowledge of general mass media theory, and, more specifically, the application of media theory and its impact and ramifications upon society.
3. To produce systematic and thoroughly researched work appropriate to the discipline.
4. To demonstrate competency in professional media industries in a variety of settings including content production, analysis, and audience response.
5. To participate in activities related to the profession.

## OUTCOME ASSESSMENTS FOR MASS MEDIA

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

1. The policy of the Department of Communication Arts is that all graduate courses, other than skills courses, require such written work as essays and research papers to help determine progress in research and written communication skills, analytical and interpretive skills, and mastery of course content.
2. For graduate skills courses, students must demonstrate competency through written projects and performance of skills learned, in addition to performing assessments on the performance of others.
3. The comprehensive written and oral examinations to which students not selecting the thesis option are subject prior to graduation evaluate the students' ability to integrate and apply information and skills learned in the program of study. It also measures the effectiveness of the program in teaching essential concepts.
4. Program graduates demonstrate their collaborative efforts through reports, field-based projects, and presentations throughout the program. They are assessed by direct observation by department faculty and by documentation in a professional portfolio.
5. Students not selecting the comprehensive examination option in the graduate program will complete a thesis that will be evaluated by departmental faculty.
6. When available, university-wide data pertaining to the program and its graduates will be used for assessment and improvement.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE), completed application packet, fee, and any additional program requirements submitted by the admission deadline. To be considered for your preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### Admission Deadlines

Early Admission Deadline:	April 30
Regular Admission Deadline:	June 1

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on the Master of Arts in Communication Program for information on:

- Specific M.A.C. Program Admission Requirements
- M.A.C. Program Retention, Dismissal, and Readmission Policies
- M.A.C. Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

# MASTER OF ARTS IN COMMUNICATION

## REQUIREMENTS FOR THE MASTER OF ARTS IN COMMUNICATION DEGREE

<b>Core Courses.</b> .....	<b>12 hours</b>
COMM 5000, COMM 7100 .....	6 hours
COMM 7200, MDIA 5000 .....	6 hours
<b>Major Area of Emphasis in Speech Communication.</b> .....	<b>12 hours</b>
Choose from COMM 6000, COMM 7150, COMM 6200, COMM 7300, COMM 6400, COMM 7000	
<b>or Major Area of Emphasis in Mass Media</b> .....	<b>12 hours</b>
Choose from MDIA 6100, MDIA 7800, MDIA 6350, MDIA 6450, MDIA 7600, MDIA 7700 (Special Topics) (may be repeated once)	
<b>Guided Electives at the graduate level.</b> .....	<b>6 hours</b>
<b>Thesis Option</b> .....	<b>6 hours</b>
COMM 7999 or MDIA 7999	
<b>or Non-thesis option</b> .....	<b>6 hours</b>
COMM 7000 or electives outside the department, selected with approval of advisor. Requires written and oral examinations over all courses in the degree.	
<b>Total hours required for the degree</b> .....	<b>36 semester hours</b>

# Department of Music

*Dr. Douglas Farwell, Interim 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 a 36-semester-hour, non-thesis master's degree program 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.) degree 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.

## **M.M.ED. AND M.M.P. ADMISSIONS**

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### **Admission Deadlines**

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

# MASTER OF MUSIC EDUCATION

## SELECTED EDUCATIONAL OUTCOMES

1. Students will explain, describe, and discuss the historical and sociological foundations of music education in the United States.
2. Students will 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 will exhibit an in-depth knowledge of music history and music theory.
4. Students will utilize appropriate research methodology for music education.
5. Students will analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching all students effectively.

## EXAMPLES OF OUTCOME ASSESSMENTS

1. 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.
2. Students will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment instrument.
3. Students will demonstrate their ability to positively impact P-12 learning through conducting a field-based assessment of learning project and reporting the results in written form.
4. Students will provide evidence of appropriate research methodology by producing a review of literature on a selected topic related to their assessment of learning project.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on M.M.Ed. Program for information on:

- Specific M.M.Ed. Program Admission Requirements
- M.M.Ed. Program Retention, Dismissal, and Readmission Policies
- M.M.Ed. Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

## REQUIREMENTS FOR THE MASTER OF MUSIC EDUCATION DEGREE

<b>Required Core Courses.</b> . . . . .	<b>10 hours</b>
EDUC 5999 Professional Orientation . . . . .	0 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
<b>Required Courses in Music and Music Education.</b> . . . . .	<b>15 hours</b>
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	
<b>Guided Electives.</b> . . . . .	<b>11 hours</b>
Credits for private applied music lessons and music ensembles may not exceed a total of 4 hours. Electives may include a thesis of 6 credit hours (MUE 7999).	
<b>Total Hours Required for the Degree</b> . . . . .	<b>36 semester hours</b>



# MASTER OF MUSIC IN PERFORMANCE

## SELECTED EDUCATIONAL OUTCOMES

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

## 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, analysis, and research.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on M.M.P. Program for information on

- Specific M.M.P. Program Admission Requirements
- M.M.P. Program Retention, Dismissal, and Readmission Policies
- M.M.P. Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

## REQUIREMENTS FOR THE MASTER OF MUSIC IN PERFORMANCE DEGREE

<b>Applied Music, Literature, Pedagogy.</b> .....	<b>16 hours</b>
Applied Music (a four-hour course in a single major applied performance area taken for 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 7840 Private Conducting, MUSC 7777 Private Collaborative Piano	
<b>Required Music Core Courses.</b> .....	<b>9 hours</b>
MUSC 7010 Music Theory .....	3 hours
MUSC 7020 Music History .....	3 hours
MUSC 7050 Music Research and Bibliography .....	2 hours
Advanced Pedagogy .....	1 hour
MUSC 7721 (piano), 7731 (percussion), 7732 (brass), 7733 (woodwinds), 7734 (strings),	
7750 (vocal), 7778 (collaborative piano), 7740 (choral conducting),	
7760 (orchestra conducting), 7770 (wind band conducting)	
<b>Music Ensembles and Guided Electives</b> .....	<b>11 hours</b>
Minimum of 4 hours in Music Ensembles	
Minimum of 5 hours in Guided Electives	
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

# COLLEGE OF NURSING AND HEALTH SCIENCES

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

The College of Nursing and Health Sciences 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. Four role options are available to graduate students: Care Manager, Nurse Practitioner, Nurse Educator, and Nurse Administrator. Graduate students must select one clinical track and one role option. The College offers a special curriculum 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 accelerated curriculum. Both the bachelor's degree (B.S.N.) and the master's degree (M.S.N.) programs in the College of Nursing and Health Sciences 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.

## MSN PROGRAM OBJECTIVES

1. Synthesize knowledge from a variety of evidence (conceptual models and theories from nursing and related disciplines, practice wisdom, and ethics) in advanced nursing practice.
2. Employ scientific inquiry and other ways of knowing to validate, refine, and develop knowledge relevant to advanced nursing practice and the delivery of health care services.
3. Effect health policy and promote change through leadership, innovation, and management expertise.
4. Practice advanced nursing in collaborative relationships across disciplines and with communities.
5. Demonstrate health care informatics literacy within the context of advanced nursing practice.
6. Promote culturally competent systems that reflect the global context of health.
7. Implement strategies for ongoing personal and advanced professional development through professional involvement, lifelong learning, and fostering an appreciation for doctoral study.

## 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.

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

## MASTER OF SCIENCE IN NURSING

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements (listed below), submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

### Admission Deadlines

Fall Deadline:	July 15
Spring Deadline:	November 15
Summer Deadline:	April 15

### PROGRAM ADMISSION REQUIREMENTS

To be considered for admission to the Master of Science in Nursing program, an applicant must have:

1. graduated from a NLNAC-accredited or CCNE-accredited Bachelor of Science in Nursing program.
2. a GPA of 3.0 or higher on a 4.0 point scale.
3. minimum scores on the Graduate Record Examination (GRE) of 400 (if taken before November 2011) or 146 (if taken after November 2011) on the verbal section and 3.5 on the analytical writing section. A Miller Analogies Test score of 400 or higher (or equivalent) will be accepted as an alternative to the GRE.
4. evidence of Georgia licensure as a registered nurse.
5. three letters of recommendation from persons whose observations of the applicant's character and abilities are current. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form.

**NOTE:** Admission to regular graduate status requires completion of a graduate-level statistics course.

### PROGRAM CONSIDERATIONS FOR PROBATIONARY STATUS

Students must be recommended for Probationary status by the College of Nursing and Health Sciences Graduate Faculty. To be reclassified as Regular status, probationary students must, at a minimum, maintain a 3.0 grade point average in the first 9 semester hours of graduate coursework and meet any and all contingencies and conditions set forth by the College of Nursing and Health Sciences.

### PROGRAM RETENTION, DISMISSAL, AND READMISSION POLICIES

1. Students must have documentation of current malpractice insurance of \$1,000,000/\$3,000,000.
2. Students must have documentation of current health and accident insurance.
3. Students must have documentation of current certification in American Heart Association Healthcare Provider CPR.
4. Students must maintain current licensure as a Registered Nurse in the State of Georgia.
5. Students must provide evidence of current health status:
  - a. Current physical examination (by a medical physician or nurse practitioner) on admission, affirming that they are free from communicable disease and able to function safely in a clinical environment.
  - b. Immunizations: Documentation must include but is not limited to MMR (measles, mumps, rubella), tetanus toxoid, varicella titer, hepatitis-B vaccination, and PPD tuberculin test as required by affiliating clinical agencies.
    - i. MMR, serologic evidence of immunity or prior vaccination.
    - ii. Tetanus toxoid must remain up to date during tenure in the College of Nursing and Health Sciences. The CDC recommendations for healthcare personnel are

utilized by our clinical agencies. Adults who have completed a primary series of a tetanus/diphtheria-containing product (DTP, DTaP, DT, Td) should receive Td boosters every 10 years. Students younger than age 65 years with direct patient contact should be given a 1-time dose of Tdap, if Td booster is scheduled prior to admission or during tenure in the College of Nursing and Health Sciences.

- iii. Varicella (chickenpox) requires serologic proof of immunity, prior vaccination, or documented history of varicella disease.
  - iv. Hepatitis-B vaccination or proof of immunity (anti-HBs at least 10 mIU/ml) is required. Students who initiate the recommended series for admission must provide proof of maintaining scheduled 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2).
  - v. PPD (tuberculin skin test) is required annually or proof of a negative chest X-ray (every 5 years).
  - vi. Influenza vaccine annually is recommended, but not required.
6. Students may be subject to background check and drug screening at any point during the program.
  7. Students must have a minimum grade of “B” in all nursing courses.
  8. Students must have a cumulative GPA of 3.0 for all graduate courses.
  9. Students receiving two grades of “C” or below (“D,” “F,” “WF,” or “U”) will be dismissed from the program.
  10. If dismissed from the program, the student must wait a minimum of one calendar year and obtain approval from the academic department before applying for readmission. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed, and prior academic performance and conduct in the program will be considered.
  11. The maximum time allowed for completion of the master’s degree is 7 calendar years. No work completed more than 7 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 Nursing and Health Sciences, and approval from the Dean of the Graduate School.
  12. No more than 9 semester hours of academic work may be transferred from another institution into a master’s-level graduate program. This credit must be documented in the form of an official transcript at the time of admission. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than 7 years old prior to completion of the degree.

## **PROGRAM GRADUATION REQUIREMENTS**

1. Students must complete an application for graduation one semester prior to their expected graduation date.
2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a “C” will be credited toward the degree.
3. Satisfactory completion of the comprehensive examination covering the areas of theory, research, the clinical focus, and the selected role.
4. Successful completion of a thesis or project.

## REQUIREMENTS FOR THE CLINICAL NURSE LEADER TRACK

NURS 7100 .....	3 hours
NURS 7110, NURS 7150, NURS 7160 .....	6 hours
NURS 7200 .....	3 hours
NURS 7200L .....	1 hour
NURS 7220, NURS 7230, NURS 7300 .....	9 hours
NURS 7310, NURS 7320 .....	6 hours
NURS 7410 .....	2 hours
NURS 7420 .....	6 hours
<b>Total Hours Required for the Degree .....</b>	<b>36 semester hours</b>

## REQUIREMENTS FOR THE ADULT-GERONTOLOGY NURSE PRACTITIONER TRACK

<b>Level One Graduate Core .....</b>	<b>10 hours</b>
NURS 7011, NURS 7100 .....	6 hours
NURS 7110, NURS 7150 .....	4 hours
<b>Level Two Clinical Core .....</b>	<b>10 hours</b>
NURS 7200, NURS 7220, NURS 7230 .....	9 hours
NURS 7200L .....	1 hour
<b>Level Three Nurse Practitioner .....</b>	<b>8 hours</b>
NURS 7160 .....	2 hours
NURS 7330, NURS 7330L .....	6 hours
<b>Level Four Nurse Practitioner .....</b>	<b>9 hours</b>
NURS 7350, NURS 7350L, NURS 7510 .....	9 hours
<b>Level Five Nurse Practitioner .....</b>	<b>9 hours</b>
NURS 7520 .....	4 hours
NURS 7590 .....	5 hours
<b>Total Hours Required for the Degree .....</b>	<b>46 semester hours</b>

## REQUIREMENTS FOR THE FAMILY PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER TRACK

NURS 7100 .....	3 hours
NURS 7150, NURS 7160 .....	4 hours
NURS 7200, NURS 7200L .....	4 hours
NURS 7220, NURS 7230, NURS 7250, NURS 7330, NURS 7350 .....	15 hours
NURS 7251, NURS 7251L, NURS 7252 .....	6 hours
NURS 7351, NURS 7351L, NURS 7352, NURS 7352L, NURS 7450 .....	15 hours
<b>Total Hours Required for the Degree .....</b>	<b>47 semester hours</b>

# MASTER OF LIBRARY AND INFORMATION SCIENCE

*Dr. Wallace Koehler, Director*  
*Odum Library*

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

The MLIS Program is a 39-hour non-thesis program that is delivered primarily over the Internet. It is based on VSU's assessment of the graduate education needs of library and information science professionals in Georgia. The program features a curriculum designed for students who cannot leave jobs and families to return to a single campus for extended periods.

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 program requires all entering students to attend a face-to-face orientation on the Valdosta State University campus. For additional information about the Master of Library and Information Science Program, see <http://www.valdosta.edu/mlis>.

## SELECTED MLIS PROGRAM GOALS

- Prepare library and information practitioners to be successful in entry-level professional positions in academic, public, and special libraries.
- Use data gathered and analyzed through the assessment system to make program-related decisions.

## PROGRAM OBJECTIVES (EXPRESSED AS STUDENT LEARNING OUTCOMES)

Graduating students of the VSU MLIS program will demonstrate the ability to:

1. perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in
  - information resources
  - reference and user services
  - administration and management
  - organization of recorded knowledge and information.
2. use existing and emerging technologies to meet needs in libraries and information centers.
3. integrate relevant research to enhance their work in libraries and information centers.
4. demonstrate professionalism as librarians or information specialists.

## EXAMPLES OF OUTCOME ASSESSMENTS

To qualify for graduation, each candidate will demonstrate acceptable performance in all program assessments as well as compliance with other requirements for graduation imposed by the program and the Graduate School. The following are examples of program assessments:

1. the Applied Library Experience Notebook, a collection of fieldwork and simulations of fieldwork conducted across four core courses in the MLIS program
2. a collection development project
3. a reference transaction assessment
4. a social cataloguing technology project
5. a research proposal
6. a career ePortfolio organized in a digital format
7. an analysis of an LIS-related code of ethics

## ADMISSION TO THE MLIS PROGRAM

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application includes evidence of completion of a bachelor's degree and official transcripts from all institutions previously attended, completion of application form, application fee, and any additional program requirements; all required materials and fees must be submitted by the admission deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents. Full information about applying to the MLIS program can be found on the VSU Graduate School website.

### Admission Deadlines

Fall Deadline:	March 15
Spring Deadline:	October 15

## PROGRESSION, RETENTION, DISMISSAL, AND READMISSION POLICIES

1. Students must have a cumulative institutional GPA of 3.0 for all graduate courses in order to graduate from the MLIS program.
2. Earning grades below "B" in graduate courses will result in the following consequences: Students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a graduate degree) equals two deficiency points. Candidates admitted PRIOR to Fall 2011 and receiving two grades below "C" ("D," "F," "WF," "U") will be dismissed from the program. One grade below a "C" results in a warning letter. Additionally, all MLIS students admitted Fall 2011 and thereafter must earn a grade of "B" or better in MLIS 7000, MLIS 7100, MLIS 7200, MLIS 7300, MLIS 7700, and MLIS 7800.
3. If dismissed from the MLIS program, the student must wait a minimum of two semesters and obtain approval from the MLIS Program Director before applying for readmission. The MLIS Program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed, and prior academic performance and conduct in the MLIS Program will be considered.
4. The maximum time allowed for completion of the master's degree is 7 calendar years. No work completed more than 7 years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Director of the Master of Library and Information Science Program, and approval from the Dean of the Graduate School.
5. MLIS students wishing to transfer credits from an outside institution must follow these guidelines:
  - a) a maximum of nine credits from a previously completed graduate degree may be used. No time limit applies to this category.
  - b) a maximum of six credits of transfer courses that did not apply to a completed degree may be used toward the MLIS degree. Courses transferred in this category cannot be older than 7 years at the time of completion of the MLIS degree.
  - c) categories A and B combined may not exceed nine credit hours.
  - d) transfer of credits for graduate courses requires the development of a program of study using the appropriate form obtained from the MLIS Program. The student and the advisor must draft the program of study, and the completed form must be signed by both the MLIS Program Director and by the Dean of the Graduate School.

**PROGRAM GRADUATION REQUIREMENTS**

1. Satisfactory completion of all MLIS Program Assessments in force at the time the candidate was admitted to the MLIS Program.
2. A grade of “B” or better in each of the MLIS Program’s core courses. These courses are MLIS 7000, MLIS 7100, MLIS 7200, MLIS 7300, MLIS 7700, and MLIS 7800.
3. A 3.0 cumulative grade point average (GPA). No grade below a “C” will be credited toward the degree.
4. Submission of a graduation application no later than one semester prior to the anticipated graduation date.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on MLIS Program for complete information on:

- Specific MLIS Program Admission Requirements
- MLIS Program Retention, Dismissal, and Readmission Policies
- MLIS Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**REQUIREMENTS FOR THE MLIS DEGREE**

<b>Core (Required) Courses</b> .....	<b>18 hours</b>
MLIS 7000, MLIS 7100, MLIS 7200 .....	9 hours
MLIS 7300, MLIS 7700, MLIS 7800 .....	9 hours
<b>Electives</b> .....	<b>21 hours</b>
To include one of the following: MLIS 7130, MLIS 7150, MLIS 7400, MLIS 7420, MLIS 7440 (effective for students entering Fall 2013) .....	
	3 hours
<b>Total Hours Required for the Degree</b> .....	<b>39 semester hours</b>

The grade of “B” or higher is required for MLIS 7000. A student earning a grade below “B” must repeat MLIS 7000 at the first opportunity. A grade below “B” in MLIS 7000 does not fulfill the MLIS 7000 prerequisite requirement for other courses.

<b>Optional Track in Cataloging and Classification</b> .....	<b>12 hours</b>
MLIS 7300 .....	3 hours
MLIS 7330, MLIS 7350, MLIS 7355, MLIS 7360, MLIS 7370, MLIS 7440, MLIS 7950*, or MLIS 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.

<b>Optional Track in Library Management</b> .....	<b>12 hours</b>
MLIS 7200 .....	3 hours
MLIS 7210, MLIS 7220, or MLIS 7230 .....	3 hours
MLIS 7240, MLIS 7250, MLIS 7260, MLIS 7270, MLIS 7950+, MLIS 7960+, or MLIS 7999+ .....	6 hours

+ MLIS 7950, MLIS 7960, and MLIS 7999 must have a library management emphasis. MLIS 7950 will be used only when the other courses are not available to the student.



<b>Optional Track in Reference Sources and Services.....</b>	<b>12 hours</b>
MLIS 7100 .....	3 hours
MLIS 7110, MLIS 7111, MLIS 7120, MLIS 7130, MLIS 7150, MLIS 7160, MLIS 7170, MLIS 7180, MLIS 7430, MLIS 7950*, or MLIS 7999* .....	6 hours
MLIS 7960* .....	3 hours

\* MLIS 7950, MLIS 7960, and MLIS 7999 must have a reference emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

<b>Optional Track in Technology. ....</b>	<b>15 hours</b>
MLIS 7570 .....	3 hours
MLIS 7500, MLIS 7520, MLIS 7550, or MLIS 7580 .....	6 hours
MLIS 7330, MLIS 7440, MLIS 7505, MLIS 7950*, MLIS 7960*, or MLIS 7999* .....	6 hours

\* MLIS 7950, MLIS 7960, and MLIS 7999 must have an emphasis on information technologies. MLIS 7950 will be used only when the other courses are not available to the student.

<b>Optional Track in Health Sciences Librarianship.....</b>	<b>15 hours</b>
MLIS 7170, MLIS 7111 .....	6 hours
MLIS electives .....	6 hours
MLIS 7230 and MLIS 7440 are highly recommended. Other electives that qualify for this track are MLIS 7150, 7950*, 7999*, and either MLIS 7500 or MLIS 7505.	
MLIS 7960* .....	3 hours

\*MLIS 7950, MLIS 7960, and MLIS 7999 must have an emphasis on health sciences librarianship. MLIS 7950 will be used only when the other courses are not available to the student.

<b>Optional Track in Youth Services Librarianship. ....</b>	<b>15 hours</b>
MLIS 7422, 7220, 7425 .....	9 hours
MLIS 7420, 7421, 7423, 7950*, 7960*, or 7999* .....	6 hours

\*MLIS 7950, 7960, and 7999 must have a youth services emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

<b>Dual Program of Study for MLIS and Concurrent Media Specialist Certification (State of Georgia) ..</b>	<b>51 hours</b>
MLIS Required Courses (7) .....	21 hours
MLIS Electives required to fulfill dual MLIS degree and GA Media Specialist Certification:	
MLIS 7220, MLIS 7422, MLIS 7550 .....	9 hours
MLIS 7420 or MLIS 7421 .....	3 hours
College of Education Electives required to fulfill dual MLIS degree and GA Media Specialist Certification:	
SPEC 3000* .....	3 hours
EDUC 5999* .....	0 hours
CIED 7060 .....	3 hours
ITED 7300*, ITED 7201*, ITED 7203*, ITED 7299* .....	12 hours

This program of study must be discussed with and approved by the student’s MLIS Program advisor prior to application to the Instructional Technology Program as a non-degree seeking student.

\*Acceptance into the Instructional Technology Program in the College of Education and Human Services’ Department of Curriculum, Leadership, and Technology as a NON-DEGREE seeking student is REQUIRED before MLIS students can register for these courses. Enrollment in EDUC 5999 is based on admission to the CLT program.

# 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 7070 Advanced Office Procedures** 3-0-3  
Advanced concepts of project management and office procedures integrating previously learned office skills, including identifying and using resources to teach administrative office procedures.
- ACED 7100 Current Practices in Workforce Education and Development** 3-0-3  
Introduction to workforce education, training, and development. Emphasis is on models of program design, needs assessment, costs, and benefits of training programs, and on methods of enhancing a trainer’s performance in the workplace.
- ACED 7110 Workforce Human Performance Improvement** 3-0-3  
Exploration and analysis of recent developments in practices of workforce human performance improvement. Emphasis will be placed on the theory and practical applications of performance improvement techniques, principles, analysis, benchmarking, interventions, and change management.
- 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 Adult Learning and Development** 3-0-3  
Advanced study of the socio-historical context of contemporary methods, agencies, programs, and issues in adult education, including adult nonformal education and informal and formal learning in diverse organizational and global contexts.
- 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.

<b>ACED 7220 Improvement of Instruction in Business Technology Education</b>	<b>3-0-3</b>
An analysis of methods, strategies, and problems associated with teaching advanced business 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 business technology lab in an educational setting.	
<b>ACED 7230 Improvement of Instruction in Basic Business Subjects, Economics, and Accounting</b>	<b>3-0-3</b>
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.	
<b>ACED 7240 Improvement of Instruction in Office Education</b>	<b>3-0-3</b>
Competencies needed by students preparing for office work are analyzed; teaching methods, course content, and evaluation procedures are discussed.	
<b>ACED 7300 Practicum in Adult/Career Education</b>	<b>3 hours credit</b>
<b>Prerequisite: Major in appropriate specialization; permission of the advisor must be obtained before registration.</b>	
<b>ACED 7310 Practicum in Adult/Career Education</b>	<b>3 hours credit</b>
<b>Prerequisite: Major in appropriate specialization; permission of the advisor must be obtained before registration.</b>	
<b>ACED 7350 Organizational Learning and Development</b>	<b>3-0-3</b>
An exploration of the history, principles, theories, and practices of organization development and learning as related to workforce education. The creation, management, and sustainment of system-wide change in organizations will be studied using education and social science knowledge and practices to improve inter-organizational, organizational, group, and individual performance. The dominant models, their application, and research in the field will be studied.	
<b>ACED 7400 Computer Technology for the Workplace</b>	<b>3-0-3</b>
Introductory, hands-on computer applications for development of workplace skills. Topics include word processing, databases, spreadsheets, communication, and presentation software.	
<b>ACED 7410 New Teacher Institute</b>	<b>3-0-3</b>
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.	
<b>ACED 7420 Creating and Delivering Online Instruction</b>	<b>3-0-3</b>
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.	
<b>ACED 7430 Advanced New Teacher Institute</b>	<b>3-0-3</b>
<b>Prerequisite or co-requisite: ACED 7410.</b> Advanced instructional and management skills for new secondary career education teachers. Emphasis is on improvement of skills related to teaching methodology and curriculum implementation that will help them to become more successful as career education practitioners.	
<b>ACED 7500 Organization and Administration of Career Education</b>	<b>3-0-3</b>
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.	
<b>ACED 7510 Communication in Business Technology Education</b>	<b>3-0-3</b>
Study of the proper use of APA writing style; effective electronic, organizational, and multicultural communications; and presentation techniques in business technology education environments.	

<b>ACED 7530 Supervision and Mentoring in Adult and Career Education</b>	3-0-3
Advanced study of techniques of supervision and methods of leadership relevant to those in or aspiring to secondary, post-secondary, or business/industry workforce education and development positions.	
<b>ACED 7600 Applied Computer Technology</b>	3-0-3
<b>Prerequisite:</b> ACED 2400 or ACED 7400 or consent of instructor. Development of instructional materials for specific teaching areas using the advanced features of word processing, spreadsheets, databases, communication, and presentation software. The course is designed for business technology educators and will require the development of practical computer-related projects which can be used in various adult educational settings.	
<b>ACED 7610 Advanced Web Design and Development</b>	3-0-3
Advanced theory and practice of designing web sites for business and/or education settings, incorporating accepted design and usability standards. The course includes use of Hypertext Markup Language (HTML) and web design software taught in business technology programs.	
<b>ACED 7620 Evaluation of Adult and Career Education Programs</b>	3-0-3
Development and understanding of program evaluation in adult and career education settings. Emphasis is placed on understanding and application of evaluation approaches, models, and practical guidelines for implementation.	
<b>ACED 7640 Issues and Trends in Adult and Career Education</b>	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.	
<b>ACED 7680 Contemporary Instructional Practices in Workforce Education</b>	3-0-3
Theory and application of contemporary instructional practices found in workforce education settings. Focus is on the principles of adult teaching and learning, including the development and implementation of professional and innovative delivery and instructional practices, materials, and resources.	
<b>ACED 7700 Advanced Desktop Publishing</b>	3-0-3
Advanced theory and practice of designing business-related documents such as brochures, newsletter, advertisements, and books, integrating several software packages taught in business technology programs for desktop publishing, photo editing, and graphic design.	
<b>ACED 7710 Managing the Classroom and Laboratory Learning Environment</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>ACED 7740 Educators and Industry</b>	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.	
<b>ACED 7810 Computer Programming for Business Technology Education</b>	3-0-3
Advanced study and the teaching of programming for a business environment in a high-level language, including algorithm design, data types and classes, basic control structure, file processing arrays, and object-oriented programming. The course also includes an overview of computer environments, hardware and software components, machine-level programming, and information systems.	
<b>ACED 7820 Diverse Learners in Adult and Career Education</b>	3-0-3
A study of the learning needs of diverse students through differentiated instructional strategies, processes, products, and assessments. Emphasis is placed on enhancing the knowledge, skills, and dispositions needed to design and deliver diverse instruction in adult and career education settings.	

<b>ACED 7850 Adult and Career Education Internship</b>	<b>3 hours credit</b>
<b>Prerequisite: Permission from instructor.</b>	
<b>ACED 7900 Special Topics in Adult and Career Education</b>	3-0-3
<b>Prerequisite: Permission from instructor and consent of the Department Head.</b> Exploration of topics specific to adult and career education as applied to workforce education. May be repeated for up to six hours of credit.	
<b>ACED 7950 Directed Study in Adult and Career Education</b>	1-0-1 to 3-0-3
<b>Prerequisite: Consent of the Department Head.</b> Graded "Satisfactory" or "Unsatisfactory." An opportunity for intensive individual study on an approved topic.	
<b>ACED 7990 Analysis of Research in Adult and Career Education</b>	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.	
<b>ACED 8450 Multimedia Authoring and Design</b>	3-0-3
Advanced theory and practice of writing, designing, and preserving content for digital interfaces through multimedia and/or hypermedia tools that respond to specific audience needs for effective human-computer interaction as well as usability, accessibility, and security issues.	
<b>ACED 8530 Instructional Supervision in Adult and Career Education</b>	3-0-3
Information and experiences for the development of skills related to supervision of instruction in the career education classroom and laboratory.	
<b>ACED 8995 Practicum in Adult/Career Education</b>	<b>3 hours credit</b>
<b>Prerequisite: Consent of the Department Head.</b>	
<b>ACED 9400 Adult Learning Strategies</b>	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.	
<b>ACED 9410 Diverse Populations in Adult and Career Education</b>	3-0-3
Analysis of decision making, policy development, and implementation of adult and career education programs serving diverse adult populations. Particular emphasis will be placed on adult populations, including but not limited to adults with special needs, military veterans, displaced workers, single parents, incarcerated adults, older workers, and others.	
<b>ACED 9420 Issues in Adult and Career Education</b>	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.	
<b>ACED 9430 Leadership in Adult and Career Education</b>	3-0-3
Exploration of theory and development of leadership in adult and career education settings. Emphasis will be placed on identifying effective leadership characteristics, expanding leadership skills, and developing a philosophy of effective leadership.	
<b>ACED 9440 Seminar in Adult and Career Education</b>	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.	
<b>ACED 9999 Dissertation in Adult and Career Education</b>	<b>1 to 3 hours credit</b>
<b>Prerequisite: Completion of major courses and approval of advisor or dissertation chair.</b>	
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 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 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.

## **ART: ART STUDIO**

**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 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.

## **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  
**Also offered as GEOL 5400. Prerequisite:** ASTR 1010 or GEOL 1121 or GEOG 1113. **Prerequisite or co-requisite:** PHSC 1100 or PHYS 1111 or PHYS 2211. A study of the geology of the terrestrial planets and solid-surface moons, asteroids, comets, and meteorites. The course will focus on comparative planetary geology, with emphasis on geologic processes on the surface, 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 5460 Human Physiology** 3-3-4  
**Prerequisites:** Admission to the graduate program or permission of instructor. Human physiological principles, from cells to systems, with emphasis on the regulation and integration of organ systems.
- 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 5610 Dendrology** 3-3-4  
**Prerequisite:** Admission to the graduate program or permission of the instructor. A survey of the biology and diversity of trees and of the major forest communities. The course will emphasize species of the southeastern United States and forest communities of North America, including field identification, description and classification of forest communities, and a study of reproductive cycles, anatomy, and development of representative species. Field trips may be required.
- BIOL 5630 Biology of Horticulture** 3-3-4  
**Prerequisite:** Admission to the graduate program or permission of the instructor. Introduction to the biological principles and practices of propagating and growing plants.
- 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 5680 Plant Pathology** 3-3-4  
**Prerequisite:** Admission to the graduate program or permission of the instructor. Study of plant diseases, with emphasis on disease etiology, pathogenesis, ecology of host/pathogen interactions, epidemiology, and strategies for disease control.
- 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 5850 Medical and Veterinary Entomology** 3-3-4  
**Prerequisite: Admission to the graduate program or permission of the instructor.** Overview of medical and veterinary entomology. The course reviews basic biology of insects and other arthropods, with emphasis on species affecting health of humans, domestic animals, and livestock. Diseases associated with arthropods and principles of forensic entomology will be considered.
- 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 emphasis placed on the collection and preservation of specimens and the identification of habitats occupied by various species. Other field trips scheduled during normal laboratory periods.
- BIOL 5920 Herpetology** 3-3-4  
**Prerequisite: Admission into the graduate program or permission of the instructor.** Introduction to the study of amphibians and reptiles, including anatomy, physiology, ecology, behavior, and classification coordinated with field study of local species.
- BIOL 5950 Ornithology** 3-3-4  
**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 5960 Wildlife Biology** 3-3-4  
**Prerequisite: Admission to the graduate program or permission of the instructor.** General principles and techniques of wildlife conservation, ecology, and management, with an emphasis on life histories and taxonomy of game species of the southeastern United States.
- BIOL 5970 Wildlife Diseases** 3-0-3  
**Prerequisite: Admission into the graduate program or permission of instructor.** An introduction to the field of wildlife disease biology. Topics examined will include specific avian, mammalian, reptilian, and amphibian diseases as well as methods to survey for, recognize, and diagnose diseases. Information concerning biosafety, biosecurity, proper permitting, and working with the public will be presented.
- 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 6020 Topics in Conservation Biology** 2-3 – 0-3 – 2-4  
 Conservation issues and practices involving various taxonomic groups, habitats, or ecosystems. Topics covered may include specific taxa, habitats, or ecosystems negatively impacted by anthropogenic and environmental processes, as well as conservation practices and legislation designed to protect them. Course may be offered with or without a laboratory component.
- 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, sectioning, 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 6450 Theory and Practice of Scanning Electron Microscopy** 2-4-4  
**Prerequisites:** Admission into the graduate program or consent of the instructor. General principles of scanning electron microscopy operation and theory, with comparison to light optics in a laboratory-intensive environment. Topics include fixation and preparation of samples for standard, low voltage, low vacuum, and high resolution SEM.
- 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 6520 Molecular Biophysics** 3-0-3  
**Prerequisite: Admission into the graduate program or permission of the instructor.** Introduction to thermodynamics, kinetics, and their applications to biological systems. Students are expected to enhance their understanding of current biological literature that contains biophysical concepts covered in the course.
- 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 6710 Aquatic Toxicology** 3-3-4  
**Prerequisite: Admission into the graduate program or permission of instructor.** An examination of different classes of contaminants in aquatic environments and their interactions with aquatic organisms. Methods of toxicity testing, contaminant effects at different levels of biological organization, and environmental regulations will be discussed. The students will use the knowledge they acquire in lecture to conduct toxicity experiments with several different organisms, following EPA protocols. Statistical methods will be used to analyze collected data, and the results will be interpreted.
- 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 6800 Protein Biochemistry** 3-3-4  
**Prerequisite: Admission to the graduate program or permission of the instructor.** The structure and function of proteins, with emphasis on properties of amino acids, protein folding, protein-protein and protein-ligand interactions, enzyme kinetics, and enzyme regulation.
- 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 7050 Experimental Design and Data Analysis in the Biological Sciences** 3-0-3  
**Prerequisites: MATH 2620 or comparable course and admission into the graduate program or permission of the instructor.** Application of statistical methods to the study of biological problems, with an emphasis on the interaction between the choice of statistical methods and experimental design.
- 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** 2-3-3  
**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 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  
**Prerequisites:** CIED 7601 and CIED 7602. Supervised online field-based experience in design, delivery, and evaluation of standards-based content to an appropriate student population.
- CIED 9100 Curriculum Design, Implementation, and Evaluation** 3-0-3  
 Advanced design, implementation, and evaluation of curricula to promote student learning.
- CIED 9200 Instructional Planning, Implementation, and Evaluation** 3-0-3  
**Prerequisite:** CIED 9100. Advanced planning, implementation, and evaluation of instruction to facilitate student learning.

<b>CIED 9300 Using Assessment to Maximize Student Learning</b>	3-0-3
<b>Prerequisite:</b> CIED 9200. Advanced design and development of multiple sources of assessment to maximize student learning.	
<b>CIED 9400 Review of Academic Discipline and Pedagogy Literature</b>	3-0-3
Advanced analysis and synthesis of pedagogy related to the literature of the academic discipline documented through application of the conventions of academic writing, using the Publication Manual of the American Psychological Association.	
<b>CIED 9500 Curriculum and Instruction Implementation and Evaluation</b>	3-0-3
<b>Prerequisite:</b> CIED 9400. Field implementation and evaluation of the innovative curriculum and instruction project.	
<b>CIED 9600 Dissertation Topic Conceptualization</b>	3-0-3
<b>Prerequisite:</b> Completion of major courses and approval of advisor. Seminar for the development of the dissertation topic.	
<b>CIED 9700 Race, Culture, and Schooling</b>	3-0-3
Identification of problems related to race, culture, and schooling and an exploration of some of the proposed solutions. Issues of diversity and multicultural education will frame the course, and the focus will be on the education of African American students.	
<b>CIED 9900 Special Topics in Curriculum and Instruction</b>	1-0-1 to 3-0-3
Advanced study of specific contemporary issues in curriculum and instruction. Course may be repeated under different topics.	
<b>CIED 9999 Dissertation in Curriculum and Instruction</b>	<b>1 to 3 hours credit</b>
<b>Prerequisites:</b> 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.	

## **COMM: COMMUNICATION**

<b>COMM 5000 Communication Theory</b>	3-0-3
Review of theories of communication in a variety of contexts in the discipline. The use of theory construction, theory building, and theory analysis will be studied. Topics include rhetorical theories and artifacts, persuasion contexts, nonverbal communication theories, and organizational theories and strategies.	
<b>COMM 6000 Applied Professional Communication</b>	3-0-3
Advanced study of theories and practices underlying successful communication in professional environments including organizations, professional meetings, public relations, and the health care setting. Skills typically addressed include speechwriting and presentation, interviewing, and the development of leadership styles.	
<b>COMM 6200 Seminar in Advanced Intercultural Communication</b>	3-0-3
Survey of recent research in intercultural communication theory and practice; particular attention will be paid to language, the acquisition of intercultural communication competence, and related issues.	
<b>COMM 6400: Seminar in Organizational Communication</b>	3-0-3
Advanced study of the theories and practices that inform communication in organizations including the process of organizing, communication networks, and organizational culture. The course provides guided research in the study of organizations.	
<b>COMM 7000: Special Topics in Communication</b>	3-0-3
Special topics in the study of communication. The course may be repeated once for credit when topics vary.	

<b>COMM 7100 Quantitative Research Methods in Communication</b>	3-0-3
An advanced investigation of research methodologies used in the study of communication with in-depth study of research design and data management used in basic and applied research settings; study of descriptive, exploratory, and inferential statistical application; practical interpretations of computer-assisted data analysis.	
<b>COMM 7150 Seminar in Interpersonal Communication Theory</b>	3-0-3
Review of interpersonal communication research with respect to personal and professional relationships. The social and psychological processes constraining interpersonal communication in various contexts including organizational, intercultural, and health care settings will be studied.	
<b>COMM 7200 Qualitative Research Methods in Communication</b>	3-0-3
Survey of qualitative research methods used to conduct systematic inquiry into communication topics including ethnography, interviews, focus groups, and textual analysis. The course provides practical experience in information-collection design and analysis.	
<b>COMM 7300 Seminar in Communication and Conflict</b>	3-0-3
Advanced study of the theories and methods of conflict management focusing on the practical skills involved in achieving resolution including factors such as perception, listening, and leadership in mediation and negotiation.	
<b>COMM 7400 Directed Study in Communications</b>	3-0-3
Directed readings or supervised research in selected areas of communication.	
<b>COMM 7999 Thesis</b>	<b>1 to 6 hours credit</b>
Culminating research project and thesis undertaken during the final semesters of study. Students may register for 1 to 6 credit hours. May be repeated for credit.	

## **CRJU: CRIMINAL JUSTICE**

<b>CRJU 7000 Criminal Justice Administration</b>	3-0-3
An introduction to the administration and organizational structure of criminal justice agencies and the criminal justice system as a whole.	
<b>CRJU 7010 Advanced Comparative Criminal Justice Systems</b>	3-0-3
A seminar on crime, law, and criminal justice systems of major legal systems allowing for cross-cultural comparisons	
<b>CRJU 7100 Seminar in Law Enforcement</b>	3-0-3
A seminar in which administrative issues pertinent to policing are examined. These include ethics, rural policing, and community policing, among others.	
<b>CRJU 7300 Seminar in Criminal Law and Procedure</b>	3-0-3
A seminar in which rapidly changing controversial legal issues which have a major impact on criminal justice are explored.	
<b>CRJU 7350 Seminar in Forensic Investigation</b>	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.	

<b>CRJU 7370 Ethical and Legal Issues</b>	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.	
<b>CRJU 7411 Applied Statistics for Criminal Justice Research</b>	3-0-3
<b>Prerequisite: Proficiency in basic statistical methods as demonstrated by undergraduate or graduate course work.</b> A study of advanced statistical techniques applied in criminal justice research.	
<b>CRJU 7412 Advanced Research Methods for Criminal Justice</b>	3-0-3
<b>Prerequisite: CRJU 7411 or equivalent.</b> Advanced research methodology used in criminal justice. The course requires the use of CRJU 7411 statistics.	
<b>CRJU 7413 Criminal Justice Planning and Evaluation</b>	3-0-3
An analysis of criminal justice program development through planned change and techniques of program evaluation, with emphasis on procedure and design.	
<b>CRJU 7500 Seminar in Criminal Behavior and Personality</b>	3-0-3
An advanced study of specific criminal behavior types emphasizing violent offenders, sexual deviants, the anti-social personality, and the criminally insane.	
<b>CRJU 7510 Advanced Correctional Therapies</b>	3-0-3
Study and practice in the development and application of theoretically based correctional treatment plans.	
<b>CRJU 7600 Advanced Criminological Theory</b>	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.	
<b>CRJU 7610 Seminar in Gang, Group, and Multiple Offender Criminality</b>	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.	
<b>CRJU 7620 Seminar in Criminal Victimization</b>	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.	
<b>CRJU 7630 Advanced Crime Prevention</b>	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.	
<b>CRJU 7700 Special Topics in Criminal Justice</b>	3-0-3 to 6-0-6
A variable topics course that may be taken for 3 to 6 semester hours.	
<b>CRJU 7710 Seminar in Juvenile Justice</b>	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 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 7910 Criminal Justice Internship****3 to 6 credit hours**

May be taken for a maximum of 6 credit hours. The internship involves placement in a work/observer situation in a criminal justice agency requiring academic performance and supervision as described in the Criminal Justice Internship Guidelines, or a research internship in which the student works with a criminal justice graduate faculty member to obtain knowledge of special research applications including data collection and organization, analysis, and publication. The internship plan must be determined in advance and approved by the Coordinator of the Criminal Justice Graduate Program as well as the instructor of record.

**CRJU 7990 Area Paper****3 credit hours**

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. The course is intended for students developing and writing a thesis. It 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.

<b>CSD 5060 Language Disorders of School Age Children</b>	<b>3-0-3</b>
<b>Prerequisites:</b> 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.	
<b>CSD 5070 Traumatic Brain Injury, Dementia, and Progressive Neurological Disorders</b>	<b>3-0-3</b>
<b>Prerequisites:</b> CSD 5030. Application of diagnostic and therapeutic principles related to persons with traumatic brain injury, dementia, and progressive neurological disorders.	
<b>CSD 5080 Dysphagia and Motor Speech Disorders</b>	<b>3-0-3</b>
A study of diagnostic and therapeutic principles related dysphagia and motor speech disorders.	
<b>CSD 5090 Aural Habilitation/Rehabilitation</b>	<b>0-3-3</b>
<b>Prerequisite:</b> CSD 2999. The study of hearing habilitation and rehabilitation methods, materials and amplification/assistive devices for children and adults with hearing impairment.	
<b>CSD 5100 Intermediate Practicum</b>	<b>1-4-3</b>
<b>Prerequisites:</b> 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.	
<b>CSD 5110 Science and Research in Communication Disorders</b>	<b>3-0-3</b>
Advanced theoretical, statistical, and applied experimental designs, including implementation for single-subject and group design in communication disorders.	
<b>CSD 5120 Aphasia and Other Neurogenic Disorders</b>	<b>3-0-3</b>
<b>Prerequisites:</b> CSD 2999. A study of the diagnostic and therapeutic principles related to aphasia, TBI, and progressive neurological communication disorders.	
<b>CSD 5130 Oro-Facial/ Syndrome Disorders</b>	<b>3-0-3</b>
<b>Prerequisites:</b> 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.	
<b>CSD 5140 Advanced Practicum</b>	<b>1-4-3</b>
<b>Prerequisites:</b> 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.	
<b>CSD 5150 Advanced Audiology</b>	<b>3-0-3</b>
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.	
<b>CSD 5160 Voice Disorders</b>	<b>3-0-3</b>
A theoretical and applied study of the diagnosis and treatment of vocal disorders.	
<b>CSD 5170 Issues and Trends in Communication Disorders</b>	<b>2-0-2</b>
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.	

<b>CSD 5180 Cultural and Dialectical Issues in Communication Disorders</b>	2-0-2
<b>Prerequisites:</b> 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.	
<b>CSD 5190 Applied Practicum in the Public School</b>	0-0-9
<b>Prerequisites:</b> 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.	
<b>CSD 5200 Augmentative/Alternative Communication</b>	3-0-3
Study of communication options, techniques, and strategies for persons with severe communication disorders resulting from a variety of conditions.	
<b>CSD 5210 Externship in Communication Disorders</b>	0-0-9
<b>Prerequisites:</b> 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.	
<b>CSD 5220 Directed Study in Communication Disorders</b>	3-0-3
<b>Prerequisites:</b> 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.	
<b>CSD 5230 Thesis</b>	1-0-1 to 3-0-3
<b>Prerequisites:</b> RSCH 7100, CSD 5170. Research project resulting in the completion of a thesis.	
<b>CSD 8010 Contemporary Issues and Trends in Communication Disorders</b>	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.	
<b>CSD 8020 Seminar in Theory and Applied Intervention</b>	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.	
<b>CSD 8030 Professional Communication and Collaboration</b>	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.	
<b>CSD 8080 Thesis</b>	0-0-6
This course is for the development and defense of the thesis prospectus.	
<b>CSD 9000 Orientation to Doctoral Studies in CSD</b>	<b>0 hour credit</b>
Review of curriculum and courses, doctoral policies and regulations; an orientation to online/hybrid learning environments; and an introduction to critical content, university faculty, and resources available in this graduate program.	

<b>CSD 9100 Professional Seminar in Doctoral Studies I</b>	<b>1 hour credit</b>
Graded “Satisfactory” or “Unsatisfactory.” First professional development seminar based on major/minor topic areas of study. Students will meet with special topics groups to design, deliver, and evaluate professional presentations based on their implementation of an evidence-based practice and to share topical resources. Topical seminars will include lectures from experts in a variety of CSD fields.	
<b>CSD 9110 Advanced Clinical Supervision</b>	3-0-3
Advanced study of both the theoretical and applied aspects of clinical supervision. This course will emphasize the development of skills and knowledge necessary to provide effective, and culturally and developmentally appropriate clinical supervision.	
<b>CSD 9200 Professional Seminar in Doctoral Studies II</b>	<b>1 hour credit</b>
<b>Prerequisite: Successful completion of CSD 9100 with a grade of “S.”</b> Graded “Satisfactory” or “Unsatisfactory.” Second professional development seminar based on major/minor topic areas of study. Students will meet with special topics groups to develop, present, and evaluate professional presentations based on their implementation of an evidence-based practice and to share topical resources. Topical seminars will include lectures from experts in a variety of CSD fields.	
<b>CSD 9220 Advanced Clinical Intervention</b>	0-6-3
A clinical practicum for demonstration of evidence-based interventions. Students will identify an intervention area and implement multiple, evidence-based assessments/interventions with an appropriate client population. Students will share their findings and discuss evidence-based practices. Students must document a minimum of 150 intervention hours focused on increasing their evidence-based intervention effectiveness. Two semesters of this course are required.	
<b>CSD 9400 Advanced Topics Minor Focus-Literature Review</b>	3-0-3
Seminar addressing current evidence-based practices in three chosen topical areas. Students will identify three minor topical areas and work with an advisory committee to generate a series of readings that will deepen each student’s knowledge of current best practices in each area.	
<b>CSD 9410 Advanced Topics Minor Focus-Applications</b>	3-0-3
Evidence-based practice research and application course. Students will identify clients who have communication disorders related to the designated minor topic areas. Students will implement and evaluate an evidence-based intervention plan based on the needs of the clients.	
<b>CSD 9500 Advanced Topics Major Focus-Literature Review</b>	3-0-3
Seminar addressing current evidence-based practices in a chosen topical area. Students will identify a major topical area and work with an advisory committee to generate a series of readings that will deepen each student’s knowledge of current best.	
<b>CSD 9510 Advanced Topics Major Focus-Applications</b>	3-0-3
Evidence-based practice research and application course. Students will identify clients who have communication disorders issues related to the designated major topic area. Students will implement and evaluate an evidence-based intervention plan based on the needs of the clients.	
<b>CSD 9520 Advanced Topics Major Focus-Product</b>	1-0-3
Seminar on developing professional training programs. The course will focus on adult learning theory and teaching strategies as they relate to the dissemination of evidence-based practices in the major topical area.	
<b>CSD 9521 Single Subject Design in Clinically Based Research</b>	3-0-3
Preparation for conducting research using single subject design and single case study design with emphasis on causal inference. This course will discuss the salient features as well as the advantages and disadvantages of these research methodologies. Students will participate in critiquing and analyzing published research and apply these methodologies to current clinical treatment paradigms.	

- CSD 9530 Social and Cultural Aspects of Underserved Populations** 3-0-3  
 Overview of the social, cultural, economic, and linguistic variables impacting speech-language pathology services to underserved populations. Students will assess their own cultural competencies and learn about intervention and assessment variables that may be influenced by cultural, social, or linguistic differences.
- CSD 9531 Assessment and Management of Underserved Populations** 3-0-3  
 Impact of social and cultural aspects on assessment and intervention in communication disorders. The course will emphasize best practices in assessment and intervention, with a focused attention on cultural and social contexts.
- CSD 9998 CSD Dissertation Proposal and Defense** 3-0-3  
 Graded “Satisfactory” or “Unsatisfactory.” Development and defense of dissertation proposal. Students will focus on identifying a suitable dissertation topic, reviewing relevant literature, and submitting and defending the dissertation proposal.
- CSD 9999 CSD Dissertation** 3-0-3  
**Prerequisites: Completion of major courses and approval of advisor.** Graded “Satisfactory” or “Unsatisfactory.” Implementation and defense of the completed dissertation. The number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed for the degree.

## **DEAF: DEAF EDUCATION**

- DEAF 2999 Entry to the Profession** 0 hours credit  
 Graded “Satisfactory” or “Unsatisfactory.” A required non-credit course for all deaf education initial certification candidates pursuing a VSU-recommended program of study. The course must be successfully completed prior to or corequisite with the first semester of professional graduate-level courses listed in the program of study. Candidates are required to establish an electronic portfolio, have passed or exempted the Regents’ exam, have a 2.5 GPA or higher, have a satisfactory criminal background check, and purchase liability insurance. If an “Unsatisfactory” grade is earned, the course must be repeated until a “Satisfactory” grade is received.
- DEAF 5010 Student Teaching: Deaf and Hard-of-Hearing** 0-20-5  
**Prerequisite: DEAF 2999; Co-requisite: DEAF 5020.** Graded “Satisfactory” or “Unsatisfactory.” A semester-long student teaching experience completed with students who are deaf or hard-of-hearing. 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 a 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 VSU.
- DEAF 5020 Student Teaching Seminar: Deaf and Hard-of-Hearing** 1-0-1  
**Prerequisite: DEAF 2999; Co-requisite: DEAF 5010.** A forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices.
- 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.

<b>DEAF 5370 Teaching Thinking Skills</b>	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.	
<b>DEAF 5380 Curriculum Development Instruction for Deaf Students</b>	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.	
<b>DEAF 5450 Auditory and Oral Methods for Teachers</b>	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.	
<b>DEAF 6000 Integration and Management of Instruction in the Classroom</b>	3-2-4
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.	
<b>DEAF 6010 Integrated Instruction: Individualized Education Program</b>	3-0-3
The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Program (IEP) development and planning that incorporate student access to the general educational curriculum are components of this course.	
<b>DEAF 6020 Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf</b>	4-0-4
<b>Prerequisite: Admission into the program or permission of instructor.</b> An introduction to the types and causes of hearing loss and methodologies that can be used to enhance speech and listening skills.	
<b>DEAF 6030 Internship in Teaching</b>	0-3-3
<b>Prerequisite: Admission to the M.A.T. program in Special Education—Deaf and Hard-of-Hearing or permission of instructor.</b> A clinical practice designed for candidates in the online M.A.T. in Special Education—Deaf and Hard-of-Hearing who are seeking initial certification. Candidates will complete a semester of teaching in the role of a deaf educator, supervised by a university supervisor and the school principal or the principal's designee.	
<b>DEAF 6110 Professional Capstone Course</b>	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 students.	

## **ECED: EARLY CHILDHOOD EDUCATION**

<b>ECED 5010 Student Teaching – Inclusive ECED</b>	0-20-5
<b>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.</b> 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.	
<b>ECED 5020 Seminar – Inclusive ECED</b>	1-0-1
<b>Corequisite: ECED 5010.</b> 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.	

<b>ECED 6000 Special Topics in Early Childhood Education</b>	3-0-3
A study of current issues and concepts in early childhood education. May be repeated under different topics for a total of 6 credit hours with the approval of the program coordinator.	
<b>ECED 7210 Assessment in Early Childhood Education</b>	3-0-3
A study of the role of assessment in educational change. The course examines alternative evaluation strategies in early childhood education, ethics in assessment, and strategies for acquiring data in the classroom. Interpretation and use of assessment data are emphasized.	
<b>ECED 7220 Early Childhood Inclusive Environments</b>	2-2-3
Principles for creating effective, inclusive learning environments for all children in early childhood education, including children with disabilities. The areas studied include modification of classroom design for visibility, distractibility, and accessibility, and the integration of technology in supporting appropriate programs for young children.	
<b>ECED 7230 Teachers as Mentors, Coaches, and Leaders in Early Childhood Education</b>	3-0-3
An overview of the current research and leadership strategies to mentor, coach, support, and foster personal and professional growth of preservice and beginning educators.	
<b>ECED 7320 Curriculum and Instructional Strategies P-5</b>	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.	
<b>ECED 7330 Issues and Trends in Early Childhood Education</b>	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.	
<b>ECED 7340 Action Research in Early Childhood Education</b>	2-2-3
An examination of action research as self-reflective, systemic inquiry. Emphasis is placed on better understanding of teaching practice, reflection on current issues and problems, and discussion of questions, data collection and analysis, and conclusions.	
<b>ECED 7420 Child, Family, and Society</b>	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.	
<b>ECED 7430 Integrating Math, Science, and Technology in Early Childhood Education</b>	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.	
<b>ECED 7540 Developing Creativity and Critical Thinking in Early Childhood Education</b>	3-0-3
An examination of how creativity and thinking skills can be developed across the curriculum.	
<b>ECED 7550 Differentiating Instruction in P-5 Classrooms</b>	3-0-3
Investigation of differentiating content, process, and product (universal design) of the early childhood education curriculum to meet the needs of all children.	



**ECED 8420 Special Topic: International Perspectives in ECE**

3-0-3

Directed readings in international perspectives in early childhood education. Emphasis is placed on the international impact of contemporary early childhood education and research on young children in early childhood settings and programs throughout the world.

**EDAT: EDUCATION–ACCOMPLISHED TEACHING****EDAT 5999 Professional Orientation****0 credit hours**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**EDET 5999 Professional Orientation** 0 credit hours

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

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

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

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

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

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

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

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

Introductory course for Educational Specialist Degree. National Board for Professional Teaching Standards are used for candidate’s self-assessment of professional goals that are based upon an understanding and application of a master teacher as leader. This course provides the basis for an individualized program of study by identifying appropriate guided electives.

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

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

**EDET 8030 Developing and Leading a Community of Diverse Learners’** 3-0-3

Examination of the impact of cultural, multicultural, diversity, and exceptionality issues on adults’ and children’s relationships, communication, and educational practices in American schools. Appropriate verbal and nonverbal communication techniques are addressed.

**EDET 8040 Strategic Planning for School Reform** 3-0-3

**Prerequisite or co-requisite: EDET 8020.** Study of major theories and evidence-based practices in the design and development of research to evaluate the effectiveness of school-based programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning.

- EDET 8050 Action Research** 3-0-3  
**Prerequisites:** EDET 8020 and EDET 8040. Practical action research utilized for the purpose of school reform and student achievement. Students will examine the reflective roles of the classroom teacher and how reflection may lead to school improvement.
- EDET 8880 Capstone Seminar** 3-0-3  
**Prerequisites:** EDET 8010, EDET 8020, EDET 8030, EDET 8040, EDET 8050. Capstone course resulting in a portfolio demonstrating candidates' analysis of teaching, leadership, and mentoring. Analysis is based on National Board Standards, educational specialist degree goals, professional development program plans designed in EDET 8010, and candidates' school improvement project.

## **EDUC: EDUCATION**

- EDUC 5999 Professional Orientation** 1-0-0  
 Graded "Satisfactory" or "Unsatisfactory." Required non-credit course for all advanced teachers and other school personnel candidates that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.
- EDUC 8010 Reflective Teaching Practices Seminar** 3-0-3  
 Graded "Satisfactory" or "Unsatisfactory." Introductory course for a six-course sequence of core classes for the Educational Specialist degree. National Board for Professional Teaching Standards are used for the candidates' self-assessment of professional goals that are based upon an understanding and application of a master teacher as leader. This course provides the basis for an individual program of study by identifying appropriate guided electives.
- EDUC 8020 Using Assessment and Research Data** 3-0-3  
**Prerequisite:** EDUC 8010. Techniques for establishing reliable and valid data sources for student, classroom, and school-improvement decisions. Students learn how to utilize technology tools for educational management.
- EDUC 8030 Developing and Leading a Community of Diverse Learners** 3-0-3  
**Prerequisite:** EDUC 8010. Examination of the impact of cultural, multicultural, diversity, and exceptionality issues on adults' and children's relationships, communication, and educational practices in American schools. Appropriate verbal and nonverbal communication techniques are addressed.
- EDUC 8040 Strategic Planning for School Reform** 3-0-3  
**Prerequisite:** EDUC 8010. Study of major theories and practices in the development and evaluation of school-based programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning.
- EDUC 8050 Action Research** 3-0-3  
**Prerequisite:** EDUC 8010. Practical action research utilized for the purpose of school reform and student achievement; an examination of the reflective roles of the classroom teacher and how reflection may lead to school improvement.
- 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.
- EDUC 9000 Interdisciplinary Studies in Education** 3-0-3  
 A selection of interdisciplinary topics in education.

**EDUC 9900 Special Topics in Education** 3-0-3  
Advanced study of specific contemporary issues in education. May be repeated under different topics.

## **ENGL: ENGLISH**

**ENGL 6000 Graduate Option** 3-0-3  
An English Department course, numbered 4000 or above, which may be taken at the graduate level with appropriate adjustments agreed on by the student and the professor.

**ENGL 7000 Approaches to Graduate Study** 3-0-3  
An introduction to the fields and methods of research and writing in graduate literary study.

**ENGL 7005 Introduction to Graduate Study for Middle and Secondary English Teachers** 3-0-3  
An introduction to research methods in contemporary English studies and to advanced study of practical problems in literary criticism for language arts teachers.

**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 7100 British Literature for Language Arts Teachers** 3-0-3  
Study of three or more British literary authors and periods in their historical and cultural context for language arts teachers.

**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 7200 American Literature for Language Arts Teachers** 3-0-3  
Study of three or more major American literary authors and movements in their historical and cultural context for language arts teachers.

**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.

<b>ENGL 7230 Studies in American Literature 1865-1914</b>	3-0-3
A focused survey in the area of American literature from 1865 to 1900, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.	
<b>ENGL 7240 Studies in Modern and Contemporary American Literature</b>	3-0-3
A focused survey in the area of modern and contemporary American literature, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.	
<b>ENGL 7300 Studies in Special Topics</b>	3-0-3
A focused survey in a selected topic, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.	
<b>ENGL 7320 Studies in Genre</b>	3-0-3
A focused survey in genre studies, with special emphasis on themes, genres, and/or figures. Attention will be given to cultural background and/or critical perspective.	
<b>ENGL 7400 Multicultural Literature for Language Arts Teachers</b>	3-0-3
Study of three or more multicultural authors and movements, with an emphasis on race and culture in an historical and cultural context for language arts teachers.	
<b>ENGL 7500 Creative Writing for Language Arts Teachers</b>	3-0-3
An introduction to creative writing techniques in three genres: fiction, poetry and creative nonfiction. Teaching methods and pedagogy will be emphasized.	
<b>ENGL 7600 Studies in Rhetoric and Composition</b>	3-0-3
A focused survey in the area of rhetoric and/or composition theory.	
<b>ENGL 7610 Composition Theory for Language Arts Teachers</b>	3-0-3
Comparative study of contemporary theories of composition from the nineteenth century current-traditional paradigm, to process pedagogy and beyond, for language arts teachers.	
<b>ENGL 7620 Rhetorical Theory for Language Arts Teachers</b>	3-0-3
Study of contemporary theories of rhetoric, providing a review of key rhetorical theories that provide language arts teachers with alternative perspectives on the discourse of writers and speakers, their audiences, and the rhetorical situation.	
<b>ENGL 7710 English Language Change Past and Present</b>	3-0-3
Study of past and present changes in the English language that investigates how English is currently changing, the ways in which it has changed, and why educators in English need to be aware of such changes.	
<b>ENGL 7720 English Grammar for Language Arts Teachers</b>	3-0-3
Study of the grammatical standards and principles of effective writing through a review of grammatical principles and of rhetorical and stylistic techniques for language arts teachers.	
<b>ENGL 8100 Special Topics in British Literature</b>	3-0-3
Study of one or two major topics, authors, and/or movements in British literary history that will focus on historical context and specific genres, providing the kind of deeper background useful for language arts teachers.	
<b>ENGL 8110 Seminar in British Literature to 1500</b>	3-0-3
A seminar in the area of British literature to 1500.	
<b>ENGL 8120 Seminar in British Literature 1500-1660</b>	3-0-3
A seminar in the area of British literature from 1500-1660.	
<b>ENGL 8130 Seminar in British Literature 1660-1800</b>	3-0-3
A seminar in the area of British literature from 1660-1800.	

<b>ENGL 8140 Seminar in British Romantic Literature</b>	3-0-3
A seminar in the area of Romantic literature.	
<b>ENGL 8145 Seminar in Victorian Literature</b>	3-0-3
A seminar in the area of Victorian literature.	
<b>ENGL 8150 Seminar in Modern and Contemporary British Literature</b>	3-0-3
A seminar in the area of modern and contemporary literature.	
<b>ENGL 8200 Special Topics in American Literature</b>	3-0-3
Study of one or two major topics, authors, and/or movements in American literary history focusing on historical context and specific genres, providing the kind of deeper background useful for language arts teachers.	
<b>ENGL 8210 Seminar in American Literature to 1800</b>	3-0-3
A seminar in the area of American literature to 1800.	
<b>ENGL 8220 Seminar in American Literature 1800-1865</b>	3-0-3
A seminar in the area of American literature from 1800 to 1865.	
<b>ENGL 8230 Seminar in American Literature 1865-1914</b>	3-0-3
A seminar in the area of American literature from 1865 to 1900.	
<b>ENGL 8240 Seminar in Modern and Contemporary American Literature</b>	3-0-3
A seminar in the area of modern and contemporary American literature.	
<b>ENGL 8300 Seminar in Special Topics</b>	3-0-3
A seminar within the area of language and/or literature.	
<b>ENGL 8320 Seminar in Genre</b>	3-0-3
A seminar in genre studies.	
<b>ENGL 8400: Special Topics in Creative Writing</b>	3-0-3
Study of one or two genres in creative writing, emphasizing contemporary authors and their respective narrative techniques. Teaching methods and pedagogy will be emphasized.	
<b>ENGL 8600 Seminar in Rhetoric and Composition</b>	3-0-3
A seminar in the area of rhetoric and/or composition theory.	
<b>ENGL 8610 History of Rhetorical Theory</b>	3-0-3
Study of the development of the art of rhetoric in Western thought as it provides teachers of writing with alternative perspectives on the contemporary teaching of writing.	
<b>ENGL 8690 Workshop in Rhetoric and Composition</b>	1-0-1 to 6-0-6
Writing-intensive and leadership course for teachers that promotes writing-to-learn across subject areas and grade levels. Participants write for personal and professional reasons, research composition theory, and design a lesson based on their experience. The four-week program provides nine Staff Development Units or six hours of master's degree credit. The course requires formal application and interview into the South Georgia Writing Project. Graduates from this program also participate in at least two programs, either through their school or the South Georgia Writing Project over the course of the following year.	
<b>ENGL 8700 Directed Study</b>	3-0-3
Research in selected areas of language and literature.	
<b>ENGL 8710 Language in School, Community, and Society</b>	3-0-3
A survey of concepts and research in the study of the relationship between language and society as these apply to schools, communities, and the multilingual society of the United States.	

<b>ENGL 8720 English Language Learners</b>	3-0-3
Study of the development of English language proficiency and bilingualism among second language learners and the factors influencing language acquisition inside and outside the classroom.	
<b>ENGL 8800 Teaching College Composition</b>	3-0-3
A seminar for graduate students preparing to teach composition courses, including classroom observations, assignment design, and review of current pedagogy.	
<b>ENGL 8999 Thesis</b>	3-0-3 to 6-0-6
Individualized study and research in preparation for a work of fifty or more pages demonstrating competent and substantial research coupled with an innovative approach to the subject matter. May be repeated for credit.	

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

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

## **FLED: FOREIGN LANGUAGE EDUCATION**

<b>FLED 7100 Professional Development</b>	3-0-3
Through interaction with peers and education professionals, students perform self-assessment, determine areas of skill and knowledge in need of improvement, and design an effective career growth and development plan, as a preliminary step in expanding and modifying their personal teaching strategies.	
<b>FLED 7500 Theory and Practice in Second Language Acquisition</b>	3-0-3
Discussion, analysis, and practice of the various theories and models of second-language acquisition.	
<b>FLED 7600 Research and Design</b>	3-0-3
Research curriculum design in foreign language education with emphasis contemporary issues.	

## **FREN: FRENCH**

<b>FREN 5610 Women Writers of 17th-Century France</b>	3-0-3
Selected literary works of major women writers of 17th-century France.	
<b>FREN 5630 Topics in French Language or Literature</b>	1-0-1
Intensive study to improve the student's ability in a particular area of French language or Francophone literature. This course requires independent work of the student and may be repeated with different topics for a total of 3 hours.	
<b>FREN 6400 French Phonetics and Advanced Conversation</b>	3-0-3
Study of phonetic principles and their applications.	
<b>FREN 6410 French Composition and Advanced Grammar</b>	3-0-3
Advanced study of grammar, practical composition, and refinement of written expression.	
<b>FREN 6420 French Translation: English to French</b>	3-0-3
Translation techniques from English to French, including idiomatic expressions and extensive practice in written French.	
<b>FREN 6650 French Literature of the 20th Century</b>	3-0-3
Selected major literary works of France, from 1901 to the present.	
<b>FREN 6950 Directed Study</b>	3-0-3
Study in an area or topic of Francophone literature or the French language not normally found in established courses offered by the department. The work is done under the supervision of a professor.	

## **GEOG: GEOGRAPHY**

<b>GEOG 5020 Geoscience Perspectives on Global Climate Change</b>	1-0-1
<b>Also offered as GEOL 5020.</b> Study of global climate change from the perspective of the geoscientist. Topics include whether or not global climate change is occurring, possible causes of global climate change, climate change in the geologic record, implications of climate change on the human population, and proposed methods and policies designed to limit or reverse processes believed to lead to global climate change.	
<b>GEOG 5050 Computer Cartography and Image Analysis</b>	2-2-3
An introduction to digital production of general and thematic maps. Lectures and laboratory exercises cover principles of cartography and remote sensing as well as the manipulation and visualization of spatial data and imagery.	
<b>GEOG 5051 Introduction to Geographic Information Systems</b>	2-2-3
An examination of geographic information systems, including methods of capture, storage, analysis, and display of spatially-referenced data. Laboratory exercises provide experience with typical GIS operations and applications.	
<b>GEOG 5052 Advanced Geographic Information Systems</b>	2-2-3
Advanced applications of GIS including: overlay analysis, writing short macros for repetitive operations, spatial modeling and technical support of complex land use and natural resource management decision making. Laboratory exercises designed to form a cartographic and software portfolio for students.	
<b>GEOG 5053 Application Issues in Geographic Information Systems</b>	3-0-3
Operational and planning issues in GIS. Students will learn which issues need to be considered when proposing and implementing a GIS and will have opportunities to evaluate how a GIS can be used to solve specific planning problems.	



<b>GEOG 5100 Regional Planning and Environmental Management</b>	3-0-3
Introduction to planning for economic development, service provision and resource management at scales larger than municipalities with an emphasis on the environmental impacts of planning policy and regulation.	
<b>GEOG 5120 Geosciences Field Trip</b>	1-8-3
<b>Also listed as GEOL 5120. Prerequisite:</b> GEOG 1113K or GEOL 1121K. Student fee required. Offered only during Summer I sessions. Geology and geography of selected regions studied by readings on the region of interest during the first week, followed by a two-week field trip to points of interest. The interactions among geology, surficial processes, and organisms and how these interactions impact humans will be emphasized. Field trip destination is different each summer.	
<b>GEOG 5150 Meteorology and Climatology</b>	3-0-3
A detailed examination of atmospheric motions and climatic controls including, the Earth's radiation and energy balance, air mass dynamics, weather systems, and past and present climates of the Earth.	
<b>GEOG 5200 History of Life</b>	2-3-3
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.	
<b>GEOG 5210 Introduction to Hydrology</b>	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.	
<b>GEOG 5300 Introduction to Process Geomorphology</b>	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.	
<b>GEOG 5310 Physiography of North America</b>	3-0-3
The physiographic description, including the landforms, soils, structural framework, climate, plant and animal geography, natural resources, and the unique environmental problems of each major physiographic province of the United States and Canada, including Alaska, Hawaii, and Puerto Rico.	
<b>GEOG 5320 Geomorphology of Fluvial and Coastal Environments</b>	3-0-3
An examination of processes and landforms in fluvial (river) and coastal environments. Fluvial topics include channel geometry and pattern, characteristics of flow, sediment load, bedforms, and floodplains. Coastal topics include the study of waves and tides, coastal sediment transport, beaches, and the effects of changing sea level. This course makes use of some mathematical equations.	
<b>GEOG 5410 Cultural Geography</b>	3-0-3
A study of the Earth as the home of humankind, emphasizing the spatial and functional complexes of human geography. Topics to be considered are population, settlement form, settling processes, resources, and economic, political, and societal organizations.	
<b>GEOG 5510 Urban Community Planning</b>	3-0-3
Principles and applications of planning for neighborhoods, towns and cities with an emphasis on the United States. Topics covered include: public services, landuse decision making, economic development, growth management and the role of nongovernment organizations.	
<b>GEOG 5610 Economic Geography</b>	3-0-3
A study of area variations in human economic activities as related to production exchange, and consumption of economic goods and services. Emphasis is placed on location of economic activities and related theories.	

- GEOG 5710 Environmental Soil Science** 3-3-4  
**Also listed as GEOL 5710. Prerequisites:** CHEM 1211K; GEOG 1113K or GEOL 1121K. Soil properties, distribution and classification, factors of soil formation, and the relationships among soils, geomorphology, and the environment, stressing analysis and use of soils and soil databases for proper urban, agricultural, and environmental land use.
- GEOG 5810 Introduction to Biogeography** 3-0-3  
**Also offered as BIOL 5810. Prerequisites: Three of the following courses: GEOG 1112, GEOG 1113, BIOL 2010, BIOL 2230, BIOL 2270.** An overview of factors controlling the distribution of plants and animals on the Earth. Topics discussed include ecological and evolutionary processes, geophysical and climatic phenomena, and historical and anthropogenic events that have influenced current distributions.
- GEOG 5910 European Geography** 3-0-3  
 A survey of European geography, with a special emphasis on the European Union. Topic areas covered include physical, economic, political, and cultural geography of Europe.
- GEOG 5920 Geography of the Middle East** 3-0-3  
 A survey of the nations of the Middle East, with a special emphasis on the Arab-Israeli conflict. Topic areas covered include physical, economic, political, and cultural geography of the Middle East.
- GEOG 6700 Field Methods in Environmental Geography** 2-4-4  
 Study of field techniques and field problems in physical geography. Course includes classroom presentations, field projects, field trips, and writing technical reports.
- GEOG 6800 Internship in Environmental Geography** 0-6-3 to 0-12-6  
 A supervised, practical experience using physical geography skills in an appropriate organization. Provides the student with an opportunity to apply skills learned during pursuit of environmental geography degree to real world situations. (Graded on an S/U basis).
- GEOG 6900 Special Topics in Geography** 1-0-1 to 4-4-6  
 Topic to be assigned by instructor; the course may be repeated more than once if the topics are different.
- GEOG 6990 Directed Study in Geography** 1-0-1 to 4-4-6  
 Study in area or subject not normally found in established courses offered by the department; may also allow students to explore in more detail and/or depth an area or subject covered by the department.

## **GEOL: GEOLOGY**

- GEOL 5010 Environmental Geology** 2-2-3  
 The application of basic geologic principles and techniques to problems in land-use planning, resource management, waste disposal, conservation, energy plant sitings, under-and-above-ground construction, subsidence, construction in seismic areas, slope-stability, urban development and other problems resulting from human interaction with the geological habitat.
- GEOL 5020 Geoscience Perspectives on Global Climate Change** 1-0-1  
**Also offered as GEOG 5020.** Study of global climate change from the perspective of the geoscientist. Topics include whether or not global climate change is occurring, possible causes of global climate change, climate change in the geologic record, implications of climate change on the human population, and proposed methods and policies designed to limit or reverse processes believed to lead to global climate change.
- GEOL 5050 Oceanography** 3-0-3  
 The physical, chemical, geological, and biological characteristics of the ocean and the interactions between the hydrosphere, lithosphere, atmosphere, and biosphere.

- GEOL 5100 Principles of Mineralogy/Petrology** 2-3-3  
An introduction to mineral and rock identifications, and the study of the genesis, occurrence, and uses of common minerals and rocks. Laboratory consists of identification of common rocks and minerals.
- GEOL 5101 Mineralogy** 3-3-4  
The classification, identification, and crystallography of the principal rock-forming minerals, silicate and non-silicate; and the introduction of the use of the petrographic microscope in the study of the crystallography and identification of minerals.
- GEOL 5102 Petrology and Petrography** 3-3-4  
Genesis, classification, and properties of igneous, metamorphic, and sedimentary rocks. Laboratory includes the use of analytical methods, hand specimens, and thin-section study with the petrographic microscope, and the macroscopic and microscopic properties of important rock types.
- GEOL 5120 Geosciences Field Trip** 1-8-3  
**Also listed as GEOG 5120. Prerequisite:** GEOG 1113K or GEOL 1121K. Student fee required. Offered only during Summer I sessions. Geology and geography of selected regions studied by readings on the region of interest during the first week, followed by a two-week field trip to points of interest. The interactions among geology, surficial processes, and organisms and how these interactions impact humans will be emphasized. Field trip destination is different each summer.
- GEOL 5200 History of Life** 2-3-3  
**Also listed as GEOG 5200.** Principles of paleontology with emphasis on the history of life including vertebrates. Includes an account of the outstanding forms of life from the beginning of earthtime to the present, and those paleontologically significant groups that are uncommon, different, or extinct today.
- GEOL 5210 Introduction to Hydrology** 3-2-4  
**Also listed as GEOG 5210.** An introduction to surface and subsurface hydrology, examining components of the hydrologic cycle. Topics include local and global water balance, precipitation, interception and infiltration, runoff, stream flow, water storage, and groundwater. This course makes use of some mathematical equations.
- GEOL 5220 Invertebrate Paleontology** 2-2-3  
Identification, classification, and natural history of major groups of invertebrates preserved as fossils in the geologic record, with special attention to those forms commonly encountered in the southeastern United States. Emphasis in laboratory will include taxonomic affinities and functional morphology. Saturday (optional) field trips will be scheduled to local areas of interest.
- GEOL 5230 Vertebrate Paleontology** 2-2-3  
Geologic history and evolution of animals with backbones, with coverage of extinct groups such as the Dinosauria.
- GEOL 5250 Micropaleontology** 2-2-3  
The classification, stratigraphic relationships, and methods of study of microfossils with emphasis on the stratigraphically important groups.
- GEOL 5300 An Introduction to Process Geomorphology** 3-3-4  
**Also listed as GEOG 5300.** An introduction to process geomorphology examining landforms and their formative processes. Topics include weathering and slope, fluvial, coastal, aeolian, glacial and periglacial processes, and the application of soils to geomorphology. This course makes use of some mathematical equations. Field trip required.
- GEOL 5400 Planetary Geology** 3-0-3  
**Also offered as ASTR 5400 . Prerequisite:** ASTR 1010 or GEOL 1121 or GEOG 1113. **Prerequisite or co-requisite:** PHSC 1100 or PHYS 1111 or PHYS 2211. A study of the geology of the terrestrial planets and solid-surface moons, asteroids, comets, and meteorites. The course will focus on comparative planetary geology, with emphasis on geologic processes on the surface (e. g., volcanism, impact cratering, tectonism, erosion, mass wasting, mineralogy, and petrology), planetary interiors, and data collection methods such as remote sensing and image analysis.

<b>GEOL 5410 Structural Geology</b>	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.	
<b>GEOL 5450 Field Methods in Geology</b>	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.	
<b>GEOL 5500 Principles of Geochemistry</b>	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.	
<b>GEOL 5710 Environmental Soil Science</b>	3-3-4
<b>Also listed as GEOG 5710. Prerequisites:</b> 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.	
<b>GEOL 6110 Principles of Stratigraphy</b>	3-0-3
The interrelationships of stratigraphy, sedimentation, and paleogeography; methods in stratigraphy and correlation.	
<b>GEOL 6900 Special Topics in Geology</b>	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.	
<b>GEOL 6950 Directed Studies in Geology</b>	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**

<b>HIST 5030/5040/5050/5060/5070/5080/5090 Special Topics in History</b>	3-0-3 each
Selected themes of historical and contemporary interest. May be repeated for credit if topics are different.	
<b>HIST 5120 History of Cuisine and Culture</b>	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.	
<b>HIST 5201 The Ancient Near East</b>	3-0-3
The history of Ancient Egypt and Mesopotamia, with emphasis on political structures, social institutions, and cultural developments.	
<b>HIST 5202 Hellenistic Greece and Rome</b>	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.	
<b>HIST 5203 Renaissance and Reformation</b>	3-0-3
A study of the cultural, intellectual, and religious life of Europe in the 14th, 15th, and 16th centuries.	
<b>HIST 5205 Europe in the Age of Louis XIV, 1648-1750</b>	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.	

<b>HIST 5206 Revolutionary Europe, 1750-1815</b>	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.	
<b>HIST 5207 Europe, 1815-1914</b>	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.	
<b>HIST 5208 Europe, 1914-1945</b>	3-0-3
A survey of the lost generation living in a society broken and disillusioned by World War I.	
<b>HIST 5209 Europe since 1945</b>	3-0-3
A study of European domestic and international affairs since 1945 with emphasis upon the major states.	
<b>HIST 5301 Britain to 1603</b>	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 .	
<b>HIST 5302 Britain since 1603</b>	3-0-3
History of the British Isles from 1603 to the present, with emphasis on political, imperial, social, and economic developments.	
<b>HIST 5303 English Constitutional History</b>	3-0-3
A study of the development of English judicial and governmental institutions from the Anglo-Saxon period to the present.	
<b>HIST 5401 Slavic Europe to 1815</b>	3-0-3
History of Slavic Europe from the early Middle Ages to the end of the Napoleonic Wars. The course will examine the history of Russian and other Slavic peoples, with an emphasis on political, religious, social, and economic developments.	
<b>HIST 5402 Slavic Europe since 1815</b>	3-0-3
History of Slavic Europe from 1815 to the present. The course will examine the history of Russian and other Slavic peoples in the modern period.	
<b>HIST 5500 German History, 1700-1945</b>	3-0-3
An in-depth study of German history from the rise of Brandenburg-Prussia to the fall of Nazi Germany. Topic areas include social, political, intellectual, cultural, diplomatic, and gender history.	
<b>HIST 5502 Topics in German History</b>	3-0-3
An in-depth study into the history and historiographical and philosophical debates of a particular issue or period in German history. May be repeated for credit.	
<b>HIST 5601 World Military History to 1618</b>	3-0-3
Overview of major developments in military history to 1618. The course examines changes in military strategy, technology, and organization, with a focus on comparing systems in different regions and time periods.	
<b>HIST 5602 World Military History since 1618</b>	3-0-3
Overview of major developments in military history since 1618 and the outbreak of the Thirty Years War. The course examines changes in military strategy, technology, and organization, with a focus on comparing systems in different regions and time periods.	
<b>HIST 6100 United States Constitutional History</b>	3-0-3
Development of American constitutionalism from its origins in England and colonies to the present time.	
<b>HIST 6101 American Legal History</b>	3-0-3
History of American law from colonial times to the present. The course will examine developments in American legal history, especially the relationship between social and legal changes in such areas as criminal law, the law of slavery, and private law, particularly at the state level. The course also examines the development of such legal institutions as the bench and bar and legal education.	

<b>HIST 6105 European Ethnicity in American History</b>	<b>3-0-3</b>
A study of European immigration to the United States during the 19th and 20th centuries. The course will examine the reason why Europeans came to American, the problems they faced in the assimilation process, and the contributions they made to the growth of the United States.	
<b>HIST 6198 Colonial North America to 1763</b>	<b>3-0-3</b>
A study of major themes in colonial history in North America to 1763. The course will examine such themes as the origins of European colonization, the development of slavery, gender and race relations, religion and society, the imperial struggle for North America, and intercultural relations among Europeans, Africans, and Native Americans.	
<b>HIST 6199 Revolutionary America, 1763-1789</b>	<b>3-0-3</b>
A study of the American Revolutionary era from the end of the Seven Years War to the ratification of the Constitution. The course examines political, economic, cultural, social, and military history of the period, with special emphasis on race & gender relations, the origins of American identity, the War for Independence, and the drafting and ratification of the Constitution.	
<b>HIST 6202 United States, 1789-1850</b>	<b>3-0-3</b>
A study of United States history from the Washington administration through the Compromise of 1850, focusing on political, cultural, social, and economic developments.	
<b>HIST 6203 United States, 1850-1877</b>	<b>3-0-3</b>
A study of United States history from the Compromise of 1850 to the end of Reconstruction. Focuses on the sectional crisis of the 1850s, the Civil War, and the Reconstruction process after the war.	
<b>HIST 6204 United States, 1877-1921</b>	<b>3-0-3</b>
A study of United States history from the end of Reconstruction to the end of the Wilson administration. Emphasizes diplomatic, ethnic, cultural, political, and social developments.	
<b>HIST 6205 United States, 1921-1945</b>	<b>3-0-3</b>
A study of United States history from the end of World War I to the end of World War II. Focuses on the "Roaring '20s," the Great Depression, and U.S. involvement in World War II.	
<b>HIST 6206 United States since 1945</b>	<b>3-0-3</b>
A study of United States history since World War II with emphasis on political, cultural, social, and economic developments and the nation's foreign relations.	
<b>HIST 6207 United States Diplomacy to 1921</b>	<b>3-0-3</b>
A study of United States foreign relations from the Revolutionary period through 1921.	
<b>HIST 6208 United States Diplomacy since 1921</b>	<b>3-0-3</b>
A study of United States foreign relations since 1921.	
<b>HIST 6211 Georgia History through 1865</b>	<b>3-0-3</b>
A study of Georgia's history from its occupation by the earliest Indians through the Civil War, with attention to the state's development in its regional, national, and international context. Satisfies the Georgia History legislative requirement.	
<b>HIST 6212 Georgia History since 1865</b>	<b>3-0-3</b>
A study of Georgia's history from the Civil War to the present, with attention to the state's development in its regional, national, and international context. Satisfies the Georgia History legislative requirement.	
<b>HIST 6219 Genealogy</b>	<b>3-0-3</b>
A survey of the major uses and methods of genealogical research. The course will explore oral traditions; census, probate, property, and military records; surname origins; legal, biological, and fictive kinships; and the DNA genealogical revolution.	
<b>HIST 6220 Local History</b>	<b>3-0-3</b>
A study of the methodology of local history research and writing. The course examines aspects of South Georgia history as a means of providing the student with an opportunity to apply the methodology.	

<b>HIST 6221 The Old South</b>	3-0-3
A detailed study of the social, economic, cultural, and intellectual life of the colonial and antebellum South, with consideration of the influence of slavery.	
<b>HIST 6222 The New South</b>	3-0-3
A history of the South since the Civil War, with special attention to political, social, economic, and cultural developments, as well as the problems of southern blacks after emancipation.	
<b>HIST 6225 History of the American West</b>	3-0-3
History of the American West from Spanish colonial times to the present. The course will consider economic, social, political, and cultural developments of the region.	
<b>HIST 6226 Colonial South</b>	3-0-3
A study of the American South in colonial times, with special emphasis on the Deep South. The course will examine the interaction of African, English, French, Native American, and Spanish cultures.	
<b>HIST 6231 African American History to 1865</b>	3-0-3
The history of African-Americans from their origin in Africa to the end of slavery in the U.S., with emphasis on their economic life and social thought.	
<b>HIST 6232 African American History since 1865</b>	3-0-3
The history of the African-American struggle for equality after emancipation, with special focus on the problems of black leadership from Frederick Douglass to the present.	
<b>HIST 6233 African American Cultural History</b>	3-0-3
An examination of the evolution of African American cultural expression from slavery to the present, emphasizing in particular literature, theater, visual art, film, and music.	
<b>HIST 6234 African American Intellectual History</b>	3-0-3
An examination of intellectual history of African Americans from the 17th century to the present. Topics may include the role of black intellectuals in American society, changing conceptions of race, and the global context of African American thought.	
<b>HIST 6240 American Social History</b>	3-0-3
Analysis of the major trends in religion, culture, social structures, and social groups in the United States from the Colonial Era until the present. Particular attention is paid to the experiences of the various ethnic groups making up the American people.	
<b>HIST 6241 Native American History to 1850</b>	3-0-3
Overview of Native American history in North America from the earliest human occupation of the continent to 1850. The course examines the economic, cultural, diplomatic, military, and social history of Native Americans, including the development and implementation of Indian policies by non-natives.	
<b>HIST 6242 Native American History since 1850</b>	3-0-3
Overview of Native American history in North America since 1850. The course examines the economic, cultural, diplomatic, military, and social history of Native Americans, including the development and implementation of United States Indian policy	
<b>HIST 6243 Native People in the American Southeast</b>	3-0-3
A study of the native peoples of the southeastern United States from prehistory to Removal. The course will emphasize social and cultural changes as well as relationships among native groups.	
<b>HIST 6250 History of Religion in the South</b>	3-0-3
Overview of general religious patterns and their influence on southern society, with particular attention to mass religious movements such as the Great Awakening, Great Revival, Mission/Antimission Movement, Confederate Religion, African American Religion, Holiness/Pentecostalism, the Charismatic Movement, and the rise of the Religious Right. The course also will focus on the origins and development of the major denominations in the South.	

<b>HIST 6261 Women in the U.S. to 1869</b>	3-0-3
A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, and more specifically, the ways women influenced and were influenced by various events and movements in U.S. history from the Colonial period to 1869.	
<b>HIST 6262 Women in the U.S., 1869 to the Present</b>	3-0-3
A study of United States history from the perspective of women. Includes social, cultural, political, intellectual, and economic aspects of the nation's history, more specifically, the ways women influenced and were influenced by various events and movements in U.S. history from 1869 to the present.	
<b>HIST 6270 History of Women in the U.S. South</b>	3-0-3
A study of the history of the U.S. South from women's perspectives. An examination of the contributions of women to southern social, cultural, and political developments, and of the ways in which gender, class, and race influence women's regional identity.	
<b>HIST 6280 History of U.S. Women Activists and Social Reformers</b>	3-0-3
An examination of women activists and reformers at different periods in U.S. history, of the issues that have motivated women to activism and reform efforts, and of the ways women have contributed to, influenced, and been influenced by various social movements in U.S. history	
<b>HIST 6290 U. S. Military History</b>	3-0-3
A study of military experiences and issues in American history from the Colonial Era to the present. The course analyzes war, its economic issues, technological developments, politics, and other factors that have influenced military aspects of American history.	
<b>HIST 6291 U. S. Political History I</b>	3-0-3
A study of U.S. political history to 1877. Special emphasis will be placed on national elections and the parties and issues that have influenced American political history.	
<b>HIST 6292 U. S. Political History II</b>	3-0-3
A study of U.S. political history from 1877 to the present. Special emphasis will be placed on national elections and the parties and issues that have influenced American political history.	
<b>HIST 6295 Environmental History</b>	3-0-3
Overview of environmental history with particular emphasis on North America. The course will examine human impact on the environment from the earliest times to the present, as well as the development of conservation policies and the environmental movement.	
<b>HIST 6301 Colonial Latin America</b>	3-0-3
The founding, growth, and development of Latin America by Spain and Portugal to the wars of independence.	
<b>HIST 6302 Republican Latin America</b>	3-0-3
Major historical trends in Latin America since the wars of independence.	
<b>HIST 6303 The Spanish Borderlands</b>	3-0-3
A study of the history of Spanish North America and its influence on the history of the United States and Native Americans, 1513-1850. Special emphasis will be placed on the region's diversity of peoples and intercultural relations as well as aspects of social, cultural, economic, imperial, and military history.	
<b>HIST 6304 The Caribbean</b>	3-0-3
Political, economic, social, and cultural developments of the major Caribbean countries, 1492 to the present.	
<b>HIST 6305 History of Mexico</b>	3-0-3
A survey of the history of Mexico from pre-Columbian times to the present. The course will examine social, economic, and cultural aspects of colonialism; imperial reform; independence and nation-building; liberalism and monarchism; federalism and centralism; foreign intervention; Mexican Revolution; industrialization; and neo-liberalism.	



- HIST 6306 History of Central America** 3-0-3  
 A survey of the history of Central America from pre-Columbian times to the present. The course will examine pre-Columbian indigenous society; Spanish conquest and colonialism; state formation and nation-building; economic underdevelopment; foreign intervention; Cold War and human rights; and the role of the Catholic church and liberation theology.
- HIST 6320 History of Indigenous Peoples of Latin America** 3-0-3  
 An examination of the history of indigenous peoples of Latin America from pre-Columbian times to the present. Topics include native agency and autonomy; adaptation and synthesis of indigenous culture to imposed colonial institutions; and post-colonial native activism and politics. Emphasis will be placed on indigenous accounts and perceptions of the region's past.
- HIST 6401 East Asia** 3-0-3  
 An analysis of the principal historical and cultural developments in China, Japan, and Korea, with special emphasis upon the interactions of those nations among themselves, their responses to western culture, and their roles in regional and world affairs.
- HIST 6402 Asia in the Modern World** 3-0-3  
 A general overview of the role of Asia in the contemporary world, with special reference to such phenomena as geography, population trends, cultural diversity, and regional and world interactions of the Asian nations.
- HIST 6403 The Indian Subcontinent** 3-0-3  
 An analysis of the 5000-year-old culture of the Indian subcontinent and Sri Lanka, with major emphasis upon the indigenous religions of the region and the impact of western culture and Christianity. Other topics considered are population, caste, the family, village life, government organization, the impact of British rule, and the independence movements that led to the establishment of the independence of India, Sri Lanka, and Bangladesh.
- HIST 6404 History of the Vietnam War** 3-0-3  
 An exploration of the many interrelated aspects of the conflict in Vietnam. Topics include French colonization, Ho Chi Minh and Vietnamese nationalism, the 1946-1954 war between the French and the Vietminh, the Cold War policies of the United States, escalating United States intervention in Vietnam, the United States' war in Vietnam (1965-1973), the fall of Saigon, domestic opposition to the war within the U.S.A., and postwar legacies of the conflict.
- HIST 6501 History of the Middle East to 1798** 3-0-3  
 Overview of the political, religious, and cultural history of the Middle East from the beginning of the Islamic era to Napoleon's invasion of Egypt.
- HIST 6502 History of the Middle East since 1798** 3-0-3  
 Overview of the history of the Middle East in the modern period. The course examines the development of modern states, the effects of imperialism, the impact of World War I and II, and the results of the Arab-Israeli conflict.
- HIST 6511 Precolonial Africa** 3-0-3  
 An analysis of the 8000-year-old cultures of the Nile Valley, including Egypt, Nubia, and Kush; West Africa and its contacts with the Middle East and Europe; the East African city-states and their contacts with India.
- HIST 6512 Modern Africa** 3-0-3  
 An examination of the European colonization of Africa and the African response. The course also examines the emergence of African nationalism and the problems of creating new states.
- HIST 6810 Internship in History** 3-0-3 to 9-0-9  
 Graded "Satisfactory" or "Unsatisfactory." Supervised practical experience related to the discipline of history in an appropriate agency, combined with a program of academic work. The number of credit hours granted is dependent on the nature of the program, the hours worked, and the academic program approved in advance. A maximum of 9 hours will be awarded for HIST 6810.

<b>HIST 7000 Seminar in Historiography</b>	3-0-3
A seminar focusing on the history of historical writing from the ancient world to the present. Topics covered include major themes, schools of thought, methods of research, and the writings of influential historians.	
<b>HIST 7101/7102/7103/7104 Seminars in United States History</b>	3-0-3 each
Seminars on selected topics in the history of the United States.	
<b>HIST 7201/7202 Seminars in British History</b>	3-0-3 each
Seminars on selected topics in British history.	
<b>HIST 7301/7302/7303 Seminars in European History</b>	3-0-3 each
Seminars on selected topics in European history.	
<b>HIST 7401/7402 Seminars in Latin American History</b>	3-0-3 each
Seminars on selected topics in Latin American history.	
<b>HIST 7501/7502 Seminars in Asian History</b>	3-0-3 each
Seminars on selected topics in Asian history.	
<b>HIST 7600 Seminar in African History</b>	3-0-3
Seminar on selected topics in African history	
<b>HIST 7700 Seminar in Middle Eastern History</b>	3-0-3
Seminar on selected topics in Middle Eastern history.	
<b>HIST 7800 Seminar in Women's History</b>	3-0-3
Seminar on selected topics in Women's history.	
<b>HIST 7901/7902 Seminars in World History</b>	3-0-3
Seminar on selected topics in World History.	
<b>HIST 7950 Directed Study in History</b>	3-0-3
Supervised readings in areas of history not normally available in regular graduate course offerings, with regular conferences between instructor and student. May be repeated for up to 6 hours of credit if topics are different.	
<b>HIST 7970 Libraries and Literacy in History</b>	<b>3 credit hours</b>
<b>Also offered as MLIS 7970.</b> An exploration of the development of reading, writing, and information management from the proto-literate stages of the ancient Near East to the present computer age. Intellectual foundations of research and librarianship will be emphasized in their historical contexts.	
<b>HIST 7999 Thesis</b>	3-0-3 to 6-0-6

## **INTL: INTERNATIONAL PROGRAMS**

<b>INTL 5000 Foreign Exchange</b>	0-0-0
A course for foreign students enrolled at VSU under official exchange agreements of the University.	
<b>INTL 5170 Topics in International/Intercultural Studies</b>	1-0-1 to 3-0-3
Special topics in international studies include on-campus experiences, seminars, workshops such as the National Model United Nations program, and the courses offered in conjunction with the Focus lecture series each spring. May be repeated for credit.	
<b>INTL 5500 Study Abroad</b>	0-0-0 to 3-6-3
<b>Prerequisite: Acceptance to a VSU study abroad program.</b> Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Center for International Programs and relevant academic units to register for these courses. The number of credit hours granted is dependent on the nature of the program. Faculty supervisors in relevant departments will be responsible for assigning credit and reporting grades.	

**INTL 5501 Study Abroad** 0-0-0 to 3-6-3

**Prerequisite: Acceptance to a VSU study abroad program.** Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Center for International Programs and relevant academic units to register for these courses. The number of credit hours granted is dependent on the nature of the program. Faculty supervisors in relevant departments will be responsible for assigning credit and reporting grades.

**INTL 5502 Study Abroad** 0-0-0 to 3-6-3

**Prerequisite: Acceptance to a VSU study abroad program.** Courses for students studying abroad on VSU-approved programs. Students must have written approval from the Center for International Programs and relevant academic units to register for these courses. The number of credit hours granted is dependent on the nature of the program. Faculty supervisors in relevant departments will be responsible for assigning credit and reporting grades.

## **ITED: INSTRUCTIONAL TECHNOLOGY**

**ITED 7040 Thinking and Learning with Computers** 3-0-3

Exploration of computer applications as cognitive tools for engaging and enhancing thinking in learners. Examines the theoretical, pedagogical, and practical reasons for using computers as thinking tools.

**ITED 7050 Distance Education** 3-0-3

Introduction to distance education technologies and their utilization as instructional delivery systems.

**ITED 7070 Decision-Oriented Research, Evaluation, and Professional Learning** 3-0-3

The study and implementation of needs assessment and program evaluation to inform the content and delivery of best practices in technology-based professional learning. The course includes an introduction to field research methods and data analysis.

**ITED 7080 Technology and Learning Standards** 3-0-3

Integration of technology into learning environments with an emphasis on matching technology with instructional approaches, content, student needs, and assessment to meet Georgia Performance Standards.

**ITED 7100 Foundational Theories in Instructional Technology** 3-0-3

Introduction to theories of learning, instruction, communication, information, digital citizenship, and systems as applied to research and practice in the field of instructional technology.

**ITED 7200 Information Sources and Uses** 3-0-3

Retrieval, evaluation, and integration of information and digital resources to support higher-order thinking skills in digital learning environments. Topics include legal issues, accessibility, and diversity in learner characteristics.

**ITED 7201 Information Resources and Services** 3-0-3

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

**ITED 7202 Bibliographic Organization** 3-0-3

Introduction to basic cataloging and classification tools and processes as applied to integrated electronic systems. This course includes bibliographic networks, resource sharing, and database maintenance and evaluation.

<b>ITED 7203 Administering School Media Centers</b>	3-0-3
Study of school library media professionalism and the organization, functions, facilities, and management of P-12 school media centers. This course includes planning, coordinating, supervising, budgeting, and evaluating media center personnel, services, and programs.	
<b>ITED 7299 Internship in School Media Centers</b>	<b>3 hours credit</b>
<b>Prerequisite: Approval of advisor.</b> Supervised field experience in administering P-12 school media centers.	
<b>ITED 7300 Instructional Technology for Teaching, Learning, and Assessment</b>	3-0-3
Integration of technology into personal teaching practice, emphasizing collaboration with other educators to improve teaching, learning, and assessment.	
<b>ITED 7302 Needs Assessment</b>	3-0-3
Application of research and evaluation skills to a field-based needs assessment; investigation of non-instructional solutions with attention to performance improvement. The course includes the use of job task analysis, consideration of organizational cultures, and application of team-building skills.	
<b>ITED 7399 Internship in Technology Applications</b>	<b>3 hours credit</b>
<b>Prerequisite: Approval of advisor.</b> A university-supervised field experience in an instructional technology setting.	
<b>ITED 7400 Digital Learning Environments</b>	3-0-3
Creation, support, and effective management of digital learning environments. The course includes troubleshooting basic software and hardware problems and evaluation and selection of digital tools and resources for compatibility with school technology infrastructure.	
<b>ITED 7500 Vision and Planning for Instructional Technology</b>	3-0-3
Introduction to leadership principles in an instructional technology context. The course includes theory and practice in strategic planning, the change process, and funding strategies.	
<b>ITED 7600 Introduction to Discipline-Based Best Practices Literature</b>	3-0-3
Introduction to analyzing discipline-specific literature and applying the conventions of academic writing using the Publication Manual of the American Psychological Association.	
<b>ITED 7900 Special Topics in Instructional Technology</b>	1-0-1 to 3-0-3
In-depth study of specific issues in instructional technology. Course may be repeated under different topics.	
<b>ITED 8100 Theories, Models, and Perspectives of Instructional Technology</b>	3-0-3
Modeling and facilitation of theoretical perspectives concerning digital citizenship, change, communication, diversity, learning, and instruction for the legal and ethical integration of instructional technology in learning environments.	
<b>ITED 8200 Instructional Design for Training and Education</b>	3-0-3
Applications of systematic design principles to address an identified need in a training or education context. This course addresses learner characteristics, assessment (diagnostic, formative, summative), message design, and instructional strategies to support and enhance higher order thinking skills.	
<b>ITED 8299 Internship School Media Center</b>	<b>3 credit hours</b>
Field experience in administering P-12 school media centers, supervised through distance technology.	
<b>ITED 8300 Technology Tools for Training and Education</b>	3-0-3
<b>Prerequisite: ITED 8200.</b> Application of various technologies and products for instructional development. The course includes in-depth use of computer-related technology tools to design and create effective instructional materials and assist other educators in similar tasks that use technology to improve teaching, learning, and assessment.	

<b>ITED 8400 Technology for Learning Environments: Evaluation, Selection, Management, and Collaboration</b>	3-0-3
Research, review, and application of commercial and educational technology. The course includes facilitation of assistive/adaptive technology, troubleshooting of software and hardware, resource accuracy, and suitability of technology tools for learning environments.	
<b>ITED 8500 Leadership in Instructional Technology</b>	3-0-3
The study and implementation of theories and techniques for working with individuals and groups to develop a shared vision for the use of technology in learning environments; to design and communicate a strategic plan; and to demonstrate leadership in securing resources needed to implement the plan.	
<b>ITED 8600 Professional Development and Program Evaluation</b>	3-0-3
The study and implementation of needs assessment and program evaluation to inform the content and delivery of technology-based professional learning programs.	
<b>ITED 8900 Special Topics in Instructional Technology</b>	1-0-1 to 3-0-3
Advanced study of specific contemporary issues in instructional technology. Course may be repeated under different topics.	
<b>ITED 8960 Discipline-Based Best Practices Literature</b>	3-0-3
Analysis of discipline-specific literature and synthesis of research through application of the conventions of academic writing, using the Publication Manual of the American Psychological Association.	
<b>ITED 8970 Action Research Methods and Planning</b>	3-0-3
<b>Corequisite:</b> ITED 8960 or permission of the instructor. Application of the ethics and principles of action research. The course includes design of technology-enhanced learning experiences and planning for subsequent evaluation to improve instruction and learning.	
<b>ITED 8999 Action Research Project</b>	<b>3 hours credit</b>
<b>Prerequisite:</b> ITED 8970. Implementation of research-based interventions to improve instructional practice and maximize learning. Students will use digital tools and resources to systematically collect and analyze data, interpret results, and communicate findings.	

## **KSPE: KINESIOLOGY AND PHYSICAL EDUCATION**

<b>KSPE 6500 Workshop in Coaching Athletics</b>	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.	
<b>KSPE 7050 Advanced Exercise Testing and Prescription for Various Populations</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>KSPE 7060 Exercise Electrocardiography</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>KSPE 7080 Sport-Related Illnesses and Conditions</b>	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.	

<b>KSPE 7100 Exercise Cardiovascular Physiology</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>KSPE 7110 Physical Education for Exceptional Learners</b>	3-0-3
A study of pedagogical and content best practices in planning, implementing, and adapting existing physical education programs and activity programs for special needs students. In addition to programmatic content, students will also receive instruction in administrative practices and policies and in special needs legislation in education.	
<b>KSPE 7120 Physical Education Pedagogy</b>	3-0-3
A critical study of teaching skills that have been shown to be effective in fostering student achievement, including teacher planning, classroom management, discipline, diversity, and professionalism and ethics.	
<b>KSPE 7130 Curriculum in Physical Education</b>	3-0-3
A study of educational curriculum theory, development, and models for physical education. National and state standards for physical education will be used to inform curriculum development decisions, and research related to curriculum design will serve as the basis for content development.	
<b>KSPE 7140 Program/Content Development I</b>	3-0-3
Design of educational game and fitness experiences utilizing the developmental curriculum and tactical games model platforms. Additional specific examples of content development and pedagogical strategies will be emphasized. Field experience instruction (public/private school lesson delivery) is a requirement for this course.	
<b>KSPE 7150 Assessment and Technology in Physical Education</b>	4-0-4
A study of effective assessment of student achievement in Pre-K -12 physical education within the cognitive, psychomotor, and affective domains of learning. Appropriate and innovative integration of technology into physical education will also be emphasized.	
<b>KSPE 7160 Human Kinetics</b>	3-0-3
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.	
<b>KSPE 7170 Program/Content Development II</b>	6-0-6
Design of dance/rhythms-driven and gymnastics content experiences within the context of varied curricular models and pedagogical strategies. Field experience instruction (public/private school lesson delivery) is a requirement for this course.	
<b>KSPE 7180 Interdisciplinary Physical Education</b>	3-0-3
An in-depth study of the fundamentals of interdisciplinary physical education programs, including interdisciplinary teaching models used for organizing content, collaborating with others, and creating meaningful activities that impact student learning in physical education.	
<b>KSPE 7200 Contemporary Issues in Health and Physical Education</b>	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.	
<b>KSPE 7230 Psychology of Sport</b>	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 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** 3-0-3  
Development of a foundation of research concerning the content and practices needed to become a reflective practitioner of physical education, including strategies for self-assessment, problem-solving, and supervision. Supervision strategies will also be researched.
- 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.
- KSPE 8100 Studying Sports Coaching** 3-0-3  
Foundations required to examine and establish innovative coaching programs and to study the literature of coaching. This course develops an in-depth understanding of coaching in education and promotes quality lifestyles of athletes through evidence-based knowledge and application. The course provides the opportunity to reflect on and develop the students' knowledge and understanding of coaching, of self, and of athletes.
- KSPE 8110 History, Sociology, and Psychology of Sport** 3-0-3  
Examination of the sociology and psychology of sport from a historical and applied perspective. Beginning with a history of sport, students will use historical and current literature to understand the sociological and psychological factors affecting sport coaching within the United States as well as European/Australian models of sport.
- KSPE 8200 Coaching Sciences** 3-0-3  
Essential information required of a prudent coach in order to recognize, assess, and respond to athletic emergencies. The course will allow coaches to develop appropriate methods of conditioning to promote safe and effective practices.
- KSPE 8300 Applied Sports Science** 3-0-3  
Application of sports psychology, exercise physiology, nutrition, and aspects of biomechanics, motor development, and sports management to performance coaching.
- KSPE 8400 Workplace Coaching Analysis and Evaluation** 3-0-3  
Development and analysis of coaching practices in the workplace. This course will facilitate the improvement of methods of practice and the generation of original solutions to coaching problems, through reflection, synthesis, and the application of evidence-based strategies to a range of complex issues in coaching. Focus is on designing and implementing training and practice programs to promote safe and effective development of athletes.

<b>KSPE 8410 Coaching Pedagogy: Evaluating Research</b>	3-0-3
Introduction of both qualitative and quantitative research methodologies and the utility of each in sport coaching scholarship. Essential elements, inherent weaknesses, and key strengths of applicable research designs will be evaluated and critiqued using current research in sport coaching education.	
<b>KSPE 8500 Coaching Pedagogy Research Methods</b>	3-0-3
A study of the required information to produce publishable research, critique literature, develop research methods, and design and perform analyses of information collected through various scientific methods. The course will allow coaches to develop appropriate methods to reflect on, defend, and emend their styles of instruction.	
<b>KSPE 8600 Professional Coaching Development</b>	3-0-3
A critique of coaching behaviors; the standards of professional coaching; current coaching issues dealing with diversity, Title IX, and legal, ethical, and moral responsibilities. Coaches will create an athlete-centered sports system while applying a variety of effective coaching methods to develop athletic performance.	
<b>KSPE 8700 Communication Skills for Coaches</b>	3-0-3
Strategies and languages designed to establish and maintain good relations of coaches with players, assistant coaches, and parents. Coaches will understand a variety of coaching styles, effective recruiting strategies, and how to utilize constructive criticism, listening skills, questioning techniques, and evaluation procedures.	
<b>KSPE 8800 Coaching Pedagogy: Action Research</b>	2-2-3
Action research focused on efforts to improve the quality and organization of coaching performance. It typically is designed and conducted by practitioners who use assessments and then analyze the data to improve their own practice.	
<b>KSPE 8900 Coaching Pedagogy Capstone: Data Analysis Research Project</b>	3-0-3
Capstone project of original research. Students will also complete an online presentation that summarizes the content of the research project and represents the final summative components of their program of study.	

## **LEAD: EDUCATIONAL LEADERSHIP**

<b>LEAD 7010 Ethics and Issues in Educational Leadership</b>	3-0-3
A study with emphasis on its application to contemporary issues in the field of educational leadership.	
<b>LEAD 7020 Developing Leadership Capacity in Schools and Communities</b>	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.	
<b>LEAD 7100 Educational Leadership</b>	3-0-3
An examination of the application of the processes of interpersonal relations and effective leadership and their relationship to successful school programs.	
<b>LEAD 7110 Inquiry-based Approaches to Curriculum Development, Revision, and Instructional Improvement</b>	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 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 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 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 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 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 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.

<b>LEAD 7500 Human Resource Management and Development</b>	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.	
<b>LEAD 7650 Leadership Issues in Higher Education</b>	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.	
<b>LEAD 7700 Supervision of Instructional Programs</b>	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.	
<b>LEAD 7800 Organization and Governance of Higher Education</b>	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.	
<b>LEAD 7810 Finance and Budgeting in Higher Education</b>	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.	
<b>LEAD 7820 Assessment and Evaluation in Higher Education</b>	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.	
<b>LEAD 7830 Law and Policy in Higher Education</b>	3-0-3
This course is intended to familiarize students with statutory and case law that has implications for higher education administrators and policy makers with particular emphasis on such areas as employment, including affirmative action, dismissal, contracts, civil rights, due process, and student rights.	
<b>LEAD 7840 History and Philosophy of Higher Education</b>	3-0-3
A study of the history and philosophy of higher education and student affairs. Students will be introduced to the environments, institutions, and individuals that shaped higher education in the United States. Readings and course activities relate historical record and perspective to contemporary policy and practice.	
<b>LEAD 7850 Ethics and Standards in Higher Education</b>	3-0-3
The definition and concept of ethics; important ethical thinkers through a historical and ideation methodology; theoretical application and analysis of different ethical codes in higher education. Students study and submit appropriate codes of ethics for their specific disciplines within higher education.	

- 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 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 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 7999 Thesis in Educational Leadership** **1-3 hours credit**  
**Prerequisite: Admission to the M.Ed. program in educational leadership or permission of advisor.** Completion of an original research project in a student's major area, under the direction of a department thesis committee. May be repeated for up to 3 hours credit.
- 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 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 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 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 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 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 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 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 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 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.
- LEAD 8950 Advanced Leadership Field-based Experiences IV** 3-0-3 or 6-0-6  
Graded “Satisfactory” or “Unsatisfactory.” A supervised application of leadership competencies to the resolution of problems in an educational setting. This course is designed for candidates adding either building-level or system-level leadership to an existing performance-based leadership certificate. Course may be repeated for credit.
- 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 Seminar in Organizational Leadership** 3-0-3  
Theoretical and practical aspects in the development of leadership, focusing on skills and processes needed to lead diverse organizations.
- LEAD 9020 Planning and Change for Leaders** 3-0-3  
Planning and change with emphasis on the knowledge and skills necessary for effective and systematic continuous improvement.
- 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 9040 Organizational Theory, Culture, and Leadership** 3-0-3  
A review of research from high-performing organizations. The course examines the performance of organizations related to organizational theory, culture, and leadership in such organizations.
- LEAD 9900 Special Topics in Leadership** 3-0-3  
Advanced study of specific contemporary issues in leadership. May be repeated under different topics.
- LEAD 9999 Dissertation in Leadership** 1 to 3 hours credit  
Investigation and completion of a field-based project on an leadership or leadership-related issue. Development and defense of the dissertation proposal and the dissertation. The course must be taken each fall and spring semester until the dissertation is completed. The number of hours must be approved by the dissertation chair. A minimum of 9 hours must be taken.

## MACC: MASTER OF ACCOUNTANCY

MACC 7100 Financial Accounting Theory 3-0-3

**Prerequisite:** ACCT 3202 with a grade of “C” or better. A critical review, analysis, and evaluation of current accounting thought relating to the nature, measurement, and reporting of business income and financial position.

MACC 7220 Advanced Accounting 3-0-3

**Prerequisite:** ACCT 3202 and ACCT 3203, or equivalent courses, with grades of “C” or better in each course. A study of concepts and techniques related to the preparation of consolidated financial statements and an introduction to partnership accounting.

MACC 7350 Accounting in a Global Financial Community 3-0-3

**Prerequisite:** ACCT 3202 and ACCT 3203, or equivalent courses, with grades of “C” or better in each course. An exploration of international accounting. The course covers technical accounting issues as well as other global business topics.

MACC 7390 Governmental and Not-For-Profit Accounting 3-0-3

**Prerequisite:** ACCT 3201 or equivalent course with a grade of “C” or better. The accounting and financial reporting used by state and local governments and not-for-profit entities.

MACC 7400 Fraudulent Financial Reporting 3-0-3

A foundation for analyzing and evaluating fraudulent financial statements. Topics include the importance of producing reliable financial information, the effects of fraudulent financial reporting, symptoms and schemes of modern corporate fraud, and the roles of the major corporate governance players (e.g., board of directors) in preventing and detecting fraudulent financial reporting.

MACC 7410 Advanced Accounting Information Systems 3-0-3

**Prerequisite:** ACCT 4410, or equivalent courses, with a grade of “C” or better. A critical review of transaction cycles, internal controls, and computer technologies that builds on knowledge developed in the undergraduate accounting information course. The advanced course includes modeling and diagramming the transaction cycles, with a focus on systems documentation and REA (resources, events, agents) modeling in a database environment. Additional coverage includes the systems development life cycle and current computer technologies.

MACC 7453 Estate Tax, Trusts, and Wealth Transfer 3-0-3

**Prerequisite:** ACCT 4500 or equivalent course with a grade of “C” or better. A study of methods used to transfer wealth while living and after death in a tax effective manner. Topics include estate planning, gifting, and the use of trusts to achieve wealth transfer efficiently.

MACC 7500 Tax Research 3-0-3

**Prerequisite:** ACCT 4500 or equivalent course with a grade of “C” or better. A study of methods used for researching federal tax questions. Topics include tax research methodology, primary sources of law, secondary sources of law, the judicial system, and tax practice. Students will use electronic databases and other resources to research fact patterns and present their findings to the class.

MACC 7510 Corporate and Partnership Taxation 3-0-3

**Prerequisite:** ACCT 4500 with a grade of “C” or better. An introduction to the tax aspects of corporations and partnerships. This course emphasizes the history, status, and prospects of tax law as it pertains to the corporate and partnership forms of business.

MACC 7800 Advanced Auditing 3-0-3

**Prerequisites:** ACCT 3202 and ACCT 4800 or equivalent courses, each with a grade of “C” or better. A study of the concepts and techniques used by the independent accountant in the audit of financial statements within the framework of generally accepted auditing standards.

### **MACC 7980 Accounting Internship**

**3 hours credit**

**Prerequisite: Approval of the Department Head.** Graded “Satisfactory” or “Unsatisfactory.” The application of academic accounting skills and values in an employment situation. A paper, approved by a faculty member and an employer, is required. The student must complete a workshop with the Career Strategies Coordinator no later than the end of the first week of classes. May be taken more than once with **Department Head** approval.

### **MACC 7990 Special Topics in Accounting**

**3-0-3**

A study of current issues and concepts in accounting. Students will use electronic databases and other resources to research topics and present their findings to the class. Guest speakers and field trips may be part of the course. With **Department Head** approval, this course may be taken more than once if topics are substantially different.

## **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 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 2262 or MATH 1262, with a grade of "C" or higher. Descriptive statistics, probability distributions for discrete and continuous random variables, statistical inference, one way analysis of variance, and regression analysis.

**MATH 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 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 implementation of efficient numerical methods; locating roots of nonlinear equations; solving systems of linear equations; numerical differentiation and integration; interpolation; approximation of functions.

<b>MATH 6652 Numerical Analysis II</b>	3-0-3
<b>Prerequisites:</b> 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.	
<b>MATH 6901 Operations Research I</b>	3-0-3
<b>Prerequisite:</b> MATH 2150 or MATH 4150/6150. Mathematical aspects and applications of operations research. Topics are selected from linear programming (mainly), integer programming, and dynamic programming.	
<b>MATH 6902 Operations Research II</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>MATH 6910 Mathematical Models</b>	3-0-3
<b>Prerequisites:</b> MATH 2263 and MATH 3600/5600, each with a grade of “C” or higher, or consent of instructor. An introduction to basic principles and applications of classical mathematical models, optimization models and probabilistic models.	
<b>MATH 6990 Special Topics in Mathematics</b>	3-0-3
<b>Prerequisite:</b> 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)*

<b>MBA 7030 Managerial Accounting</b>	3-0-3
<b>Prerequisites:</b> ACCT 2101 and ACCT 2102 or their equivalents. An overview of the role of the accounting function in organizations. Emphasis is placed on analyzing financial information to enhance managerial decision making. The course is designed to assist managers in developing processes for evaluating the merits of historical and forecast data and using such information to add value to organizations.	
<b>MBA 7050 Strategic Marketing</b>	3-0-3
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.	
<b>MBA 7300 Advanced Production Techniques</b>	3-0-3
A survey of current production management systems and philosophies. Topics include current production systems, quality management concepts, and implementation of manufacturing planning and control systems.	
<b>MBA 7350 Managerial Finance</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>MBA 7401 International Business</b>	3-0-3
International business with an emphasis on decision-making for prospective international managers. Topics include cultural forces, economic theories, strategic decision making, global human resource management, and currency and labor markets.	

<b>MBA 7402 International Economics</b>	3-0-3
A survey of the fundamentals of international economics. Topics include gains from trade, determinants of trade patterns, analysis of tariffs and other barriers to trade, trade blocks, trade blocs, balance of payments, FEM, forward exchange, international investment, lending and financial crises.	
<b>MBA 7403 International Financial Management</b>	3-0-3
<b>Prerequisite:</b> MBA 7350. Financial theory and practice, terminology, models, and analytic techniques and processes in an international setting. Emphasis is placed on applications and limitations of core financial paradigms in keeping with sound corporate financial planning.	
<b>MBA 7500 Managerial Economics</b>	3-0-3
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.	
<b>MBA 7610 Business Law</b>	3-0-3
A survey of fundamentals of business law. Topics include agency, contracts, commercial transactions, negotiable instruments, debtor-creditor relationships, employment relations, business organizations, government regulation of business, and the environment of business.	
<b>MBA 7630 Leadership and Motivation</b>	3-0-3
Study of leadership and employee motivation, including an analysis of existing theories of motivation and leadership, and integration of theory, research, and applications.	
<b>MBA 7640 Strategic Human Resource Management</b>	3-0-3
A study of theories and methods of strategic, operational, and tactical planning and their relationship to human resources activities.	
<b>MBA 7660 Advanced Quantitative Methods</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>MBA 7700 Current Topics in Business</b>	3-0-3
An examination of current topics in business. May be repeated up to a maximum of 6 hours if topics are different.	
<b>MBA 7750 Topics in International Business</b>	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.	
<b>MBA 7800 Introduction to Healthcare Systems and Policies</b>	3-0-3
An overview of the organization and management of the healthcare system.	
<b>MBA 7810 Healthcare Economics</b>	3-0-3
An advanced study of how economic theory applies to healthcare. Healthcare services will be compared to other market goods and services.	
<b>MBA 7820 Insurance and Risk Management</b>	3-0-3
<b>Prerequisite:</b> MBA 7800. General risk management techniques for healthcare professionals.	
<b>MBA 7830 Financial Management in Healthcare</b>	3-0-3
<b>Prerequisites:</b> MBA 7030 and MBA 7800. An advanced study of financial management in the area of healthcare and the financial environment in which healthcare organizations operate.	
<b>MBA 7840 Legal Aspects of Healthcare</b>	3-0-3
A survey of the legal environment in which healthcare administrations and employees function.	

<b>MBA 7850 Healthcare Information Systems</b>	3-0-3
<b>Prerequisite:</b> MBA 7800. Medical information systems for administrative management and patient care.	
<b>MBA 7860 Healthcare Operations Management</b>	3-0-3
<b>Prerequisite:</b> MBA 7800. Application of operations management tools and techniques in healthcare organizations.	
<b>MBA 7870 Healthcare Strategic Leadership</b>	3-0-3
<b>Prerequisites:</b> MBA 7630, MBA 7800, and MBA 7830. Strategic leadership in the healthcare setting.	
<b>MBA 7899 Healthcare Administration Practicum</b>	3-0-3
<b>Prerequisites:</b> MBA 7800 and successful completion of a minimum of 27 hours of MBA coursework. Graded "Satisfactory" or "Unsatisfactory." The application in an employment situation of academic skills and knowledge gained in the healthcare curriculum.	
<b>MBA 7900 Strategic Management</b>	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.	

## **MDIA: MASS MEDIA**

<b>MDIA 5000 Mass Media Theory</b>	3-0-3
The study of the structure, content, and effects of mass communication. Topics include historical, philosophical, and theoretical explanations of the mass media communication process.	
<b>MDIA 6100 Media Economics and Management</b>	3-0-3
Advanced study of mass media economic systems with an analysis of market forces, consolidation, and audience considerations. The theory and practice of contemporary media management will be explored in conjunction with media economics.	
<b>MDIA 6350 Media Aesthetics</b>	3-0-3
An overview of the theoretical and practical study of critical media examination, including describing, interpreting, and judging mediated messages. Students will examine various approaches to media criticism and how they are applied to the media.	
<b>MDIA 6450 International Media</b>	3-0-3
Comparison of mass media systems throughout the world, including analysis of media structures from social, economic, and political perspectives. The role of mass media in national development and the media's role in globalization are included.	
<b>MDIA 7400 Directed Study in Mass Media</b>	3-0-3
Directed readings or supervised research in selected areas of mass media.	
<b>MDIA 7600 Digital Communication</b>	3-0-3
Advanced application of digital media, with an emphasis on the impact of computers on media environments. Topics include media convergence, Internet broadcasting, virtual communities, and web page design.	
<b>MDIA 7700 Special Topics in Media</b>	3-0-3
Intensive study of an issue or problem related to media. The course provides an opportunity to explore media themes, applications, trends, and issues beyond the prescribed curriculum of mass media. May be repeated once for credit when topics vary.	

- MDIA 7800 Media Law and Ethics** 3-0-3  
 A comprehensive overview of First Amendment principles, communication law, and the regulatory practices of the Federal Communications Commission. The ethics portion of the course is dedicated to the overview of the major ethical philosophers and perspectives and how these works impact ethical decisions in today's media.
- MDIA 7999 Thesis** 3-0-3  
 Research under the direction of a faculty member. Selected topic will be analyzed in depth using historical, quantitative, or qualitative methodologies. Must be repeated for credit.

## **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.

<b>MFTH 7350 Legal Issues in MFT</b>	1-0-1
<b>Prerequisite:</b> 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.	
<b>MFTH 7400 Psychopathology &amp; Pharmacology in MFT</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>MFTH 7500 Development in the Family System</b>	3-0-3
<b>Also offered as SOCI 7500.</b> 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.	
<b>MFTH 7510 Human Sexuality and Gender</b>	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.	
<b>MFTH 7550 Family Stress and Crisis</b>	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.	
<b>MFTH 7600 Practicum in Marriage and Family Therapy</b>	0-12-6
<b>Prerequisite:</b> MFTH 7102, MFTH 7350, and faculty approval. <b>Corequisite:</b> MFTH 7350. 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.	
<b>MFTH 7601 Treatment Issues in Family Therapy</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>MFTH 7602 Couples and Sex Therapy</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>MFTH 7650 Special Topics in MFT</b>	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.	
<b>MFTH 7700 Assessment in Marriage and Family Therapy</b>	3-0-3
<b>Prerequisites:</b> 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.	
<b>MFTH 7880 Professional Ethics Seminar</b>	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.

## **MGMS: MIDDLE GRADES MATH AND SCIENCE**

**MGMS 5999 Professional Orientation** 0 hours credit  
Required non-credit course that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met.

**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**

**Prerequisite: Admission to the MLIS program as a degree-seeking student.** 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 7100 Information Sources and Services** **3 hours credit**

**Prerequisite: 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**

An introduction to methods of information retrieval used in commercial databases and on the World Wide Web. Advanced search strategies such as complex Boolean operations and keyword commands will be included.

**MLIS 7111 Information Retrieval in Science, Technology, and Medicine** **3 hours credit**

An introduction to information retrieval in the physical sciences, computer-based technologies, and medicine. The content also includes the models of organization and publication of information unique to those used by scientists, technologists, and health sciences professionals

**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 7170 Health Sciences Librarianship** **3 hours credit**

An overview of the environments in which health science librarians practice. Aspects of those environments will include characteristics of clients and their unique information needs; communication with a health sciences organization; collection development in a specialized professional setting; standards, regulations, and certifications affecting credentialing and accreditation; and paradigms in clinical practice and health sciences education.

**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 7222 Adult Services in Public Libraries** **3 hours credit**  
**Prerequisite:** MLIS 7220 or consent of the instructor. An exploration of adult services in public libraries, including adult library use, programming for adults, services to special populations, partnerships, marketing, digital services, and introduction to readers' advisory services.
- 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 hours credit**  
**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 Organization of Information** **3 hours credit**  
**Prerequisite or corequisite:** MLIS 7000. An introduction to the conceptual and theoretical frameworks for organizing and retrieving information, including organizational systems objectives, structures, formats, standards, and vocabularies; choice and form of access points; authority control; subject access; the impact of new technologies; and the information life cycle.

**MLIS 7310 Introduction to Descriptive Cataloging** 3 hours credit

**Prerequisite:** MLIS 7300 or consent of the instructor. Introduction to the theories, principles, and practices of bibliographic descriptive cataloging, including the application of current and emerging standards; the description of primary print and non-print resources; choice of access points, creation of headings, authority work, and application of encoding standards. The course includes an examination of current trends and future directions of descriptive cataloging.

**MLIS 7330 Metadata and Advanced Cataloging** 3 hours credit

**Prerequisite:** MLIS 7310 or consent of the instructor. Advanced study of the theory and practice of bibliographic descriptive cataloging, including the principles and theories of metadata development; application of current and emerging cataloging and metadata standards, methodologies, and practices; and issues in metadata interoperability, quality control, and evaluation.

**MLIS 7355 Subject Cataloging and Classification** 3 hours credit

**Prerequisite:** MLIS 7300 or consent of the instructor. Study of the theories, principles, and practices of subject cataloging and classification, including determining aboutness, vocabulary control, application of Library Congress Subject Headings (LCSH), and classification theory; and application of classification schemes including Dewey Decimal Classification (DDC), Library of Congress Classification (LCC), and other systems.

**MLIS 7360 Indexing, Abstracting, and Thesaurus Construction** 3 hours credit

A study of the principles and practices of creating indexes, abstracts and thesauri of information, and other knowledge resources. The course includes evaluation of software aids and overview of professional opportunities.

**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 Children** 3 hours credit

A study of the literature created for children in relation to their needs, interests, and abilities. Emphasis will be on the process of evaluation in order to meet the developmental, educational, cultural, and recreational needs of children.

**MLIS 7421 Multicultural Youth Literature** 3 hours credit

A survey of multicultural literature for children and teenagers. Evaluation, selection, and use of multicultural literature in school and public libraries will be emphasized.

**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 7423 Literature for Young Adults** 3 hours credit

A study of the literature created for young adults in relation to their characteristics, needs, interests, and abilities. Emphasis will be on the process of evaluation in order to meet the developmental, educational, cultural, and recreational needs of young adults.

**MLIS 7425 Youth Electronic Resources** 3 hours credit

Evaluation, selection, management, and use of electronic materials for children and young adults, including web- and computer-based materials. Learners will explore categories of resources and develop materials to facilitate access and promote learning.

- MLIS 7430 Information Literacy** **3 hours credit**  
 An examination of the information literacy movement from its origins in library instruction to the learning theories and teaching practices that shape its current standards. The information literacy model used in academic libraries will be emphasized.
- MLIS 7440 Electronic Resources in Libraries** **3 hours credit**  
**Prerequisite** MLIS 7000 **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 7570 Information Architecture** **3 hours credit**  
**Prerequisite or corequisite:** MLIS 7000 **or consent of instructor.** Theory and techniques of designing Web sites for effective information delivery. Study of organization, labeling, navigation, and indexing systems included.
- 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.

<b>MLIS 7710 Archival Theory and Issues</b>	<b>3 hours credit</b>
<b>Prerequisite or corequisite:</b> 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.	
<b>MLIS 7730 Preservation</b>	<b>3 hours credit</b>
An introduction to the fundamental principles of library and archive preservation. The course covers the nature and deterioration of library and materials, collections care, analog and digital reformatting, conservation considerations, disaster planning, and issues in digital preservation.	
<b>MLIS 7740 Rare Book Librarianship</b>	<b>3 hours credit</b>
A foundation in the principles and practices of rare book librarianship. Topics include book collecting, acquisitions and access, support for teaching and research, professional competencies, programming, preservation, ethics, and current issues and trends.	
<b>MLIS 7800 Capstone</b>	<b>3 hours credit</b>
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.	
<b>MLIS 7950 Independent Study in Library and Information Science</b>	<b>3 hours credit</b>
<b>Prerequisite or corequisite:</b> MLIS 7000, consent of advisor, and consent of instructor. Supervised study in areas of library and information science not normally available in regular course offerings, with regular conferences between instructor and student.	
<b>MLIS 7960 Supervised Fieldwork</b>	<b>3 hours credit</b>
<b>Prerequisite:</b> MLIS 7000, consent of advisor, 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.	
<b>MLIS 7970 Libraries and Literacy in History</b>	<b>3 credit hours</b>
<b>Also offered as HIST 7970.</b> An exploration of the development of reading, writing, and information management from the proto-literate stages of the ancient Near East to the present computer age. Intellectual foundations of research and librarianship will be emphasized in their historical contexts.	
<b>MLIS 7995 Special Topics in Library and Information Sciences</b>	<b>3 hours credit</b>
<b>MLIS 7996 Special Topics in Library and Information Sciences</b>	<b>3 hours credit</b>
<b>MLIS 7997 Special Topics in Library and Information Sciences</b>	<b>3 hours credit</b>
<b>MLIS 7998 Special Topics in Library and Information Sciences</b>	<b>3 hours credit</b>
<b>MLIS 7999 Special Topics in Library and Information Sciences</b>	<b>3 hours credit</b>
Advanced study of specific issues in library and information science. Course may be repeated under different topics.	

## **MSED: MIDDLE GRADES AND SECONDARY EDUCATION**

<b>MSED 7000 Professional Development Seminar I</b>	<b>3-0-3</b>
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.	
<b>MSED 7001 Planning for Teaching</b>	<b>3 hours credit</b>
<b>Prerequisite:</b> MGED 2999 or SEED 2999 and completion of content major courses. <b>Corequisite:</b> 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.	

<b>MSED 7002 Content Methods</b>	<b>3 hours credit</b>
<b>Prerequisite:</b> Completion of content major courses. <b>Corequisite:</b> 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.	
<b>MSED 7003 Middle and Secondary School Experiences</b>	<b>3 hours credit</b>
<b>Prerequisite:</b> 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. 40 hours of field experience required.	
<b>MSED 7004 Reading and Writing for Diverse Populations, 4-12</b>	<b>3 hours credit</b>
<b>Prerequisite:</b> 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.	
<b>MSED 7005 Teaching Internship I</b>	<b>3 hours credit</b>
<b>Prerequisite:</b> 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.	
<b>MSED 7006 Teaching Internship II</b>	<b>3 hours credit</b>
<b>Prerequisite:</b> 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.	
<b>MSED 7007 Integrating Technology in the Content Areas</b>	1-0-1
<b>Prerequisite:</b> 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.	
<b>MSED 7010 Current Issues and Trends in MSED</b>	3-0-3
<b>Prerequisite:</b> MSED 7000. Advanced study of trends and issues in middle grades and secondary education.	
<b>MSED 7020 Curriculum in Middle Grades and Secondary Education</b>	2-0-2
<b>Co-requisite</b> MSED 7021. 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.	
<b>MSED 7021 Apprenticeship in Teaching</b>	0-10-1
<b>Co-requisite</b> MSED 7020. Supervised apprenticeship in an appropriate educational setting for certification requirements for the M.A.T. degree program.	
<b>MSED 7030 Teaching Strategies and Assessment</b>	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.	
<b>MSED 7040 Evaluation and Assessment</b>	1-0-1
<b>Co-requisite</b> MSED 7041. 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.	

<b>MSED 7041 Teaching Internship</b>	0-20-2
<b>Co-requisite MSED 7040.</b> Supervised teaching internship in an appropriate educational setting for certification requirements for the M.A.T. degree program.	
<b>MSED 7320 Multiculturalism and Diversity</b>	3-0-3
The study of methodology, materials, and evaluative strategies for teaching students of diverse cultures.	
<b>MSED 7650 Teaching Practicum</b>	<b>2 or 3 hours credit</b>
<b>Prerequisite: MSED 7000.</b>	
<b>MSED 7800 Professional Development Seminar II</b>	3-0-3
<b>Prerequisites: MSED 7000, MSED 7010, and MSED 7650.</b> 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 improvement plans.	
<b>MSED 8000 Special Topics in Middle Grades and Secondary Education</b>	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**

<b>MUE 5100 Arranging for School Band, Chorus, and Orchestra</b>	2-0-2
<b>Prerequisites: MUSC 2012 and 2052.</b> Basic techniques of scoring for school choral and instrumental groups. Three periods a week.	
<b>MUE 5640 Music for Teachers</b>	3-0-3
Music materials and methods for the elementary teacher in the school. Not open to music majors.	
<b>MUE 7000 Issues and Trends in Music Education</b>	3-0-3
Current trends and issues of contemporary music education.	
<b>MUE 7600 Instrumental Music Curriculum</b>	3-0-3
Materials and teaching techniques relative to instrumental music education.	
<b>MUE 7610 Choral Music Curriculum</b>	3-0-3
Materials and teaching techniques relative to choral music education.	
<b>MUE 7640 General Music Curriculum</b>	3-0-3
Review of current methods and approaches of general music education, including multicultural approaches to music teaching.	
<b>MUE 7680 Foundations of Music Education</b>	3-0-3
Historical, philosophical, and sociological foundations of music education.	
<b>MUE 7900 Directed Study in Music Education</b>	1-0-1 to 3-0-3

## **MUSC: MUSIC**

<b>MUSC 5101 Graduate Diction I</b>	1-2-2
Advanced skills needed to sing in English and German.	
<b>MUSC 5102 Graduate Diction II</b>	1-2-2
Advanced skills needed to sing in Italian and French.	
<b>MUSC 5110 Jazz Arranging</b>	2-0-2
<b>Prerequisite: MUSC 2012 and 1172, or permission of instructor.</b> The application of analytic techniques to the study of musical scores.	

<b>MUSC 5430 History of Jazz</b>	2-0-2
<b>Prerequisite:</b> 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.	
<b>MUSC 5500 Band Literature</b>	2-0-2
Study of styles and eras of band literature appropriate for a variety of ensembles.	
<b>MUSC 5510 Choral Literature</b>	2-0-2
Study of styles and eras of choral literature appropriate for a variety of ensembles.	
<b>MUSC 5520 Symphonic Literature</b>	2-0-2
<b>Prerequisite:</b> MUSC 1100. A survey of Western symphonic music.	
<b>MUSC 5851 Wind Ensemble</b>	0-3-1
Study and performance of repertoire for a variety of instrumental combinations. Open by audition.	
<b>MUSC 5960 Opera Seminar</b>	1-0-1
The study and analysis of scenes from opera and operetta.	
<b>MUSC 6050 Aural Skills Pedagogy</b>	2-0-2
<b>Prerequisite:</b> Graduate music major. An in-depth study of aural skills pedagogy designed to enhance instructional skills in music theory classes.	
<b>MUSC 6510 Song Literature I</b>	2-0-2
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.	
<b>MUSC 6520 Song Literature II</b>	2-0-2
Survey course in art song literature. MUSC 6520 peruses the 19th and 20th century French, Spanish, English, and American song schools.	
<b>MUSC 6540 Piano Literature I</b>	2-0-2
Survey course in piano literature. The keyboard instruments and literature of the Renaissance, Baroque, and Classical eras.	
<b>MUSC 6550 Piano Literature II</b>	2-0-2
Survey course in piano literature. The piano literature of the Romantic period and representative repertory of the last 100 years.	
<b>MUSC 6760 Jazz Pedagogy</b>	1-2-2
The study of jazz methods and jazz materials, including lab teaching experience.	
<b>MUSC 7010 Music Theory</b>	3-0-3
Graduate survey in music theory.	
<b>MUSC 7020 Music History</b>	3-0-3
Graduate survey in music history.	
<b>MUSC 7040 Computer Applications in Music</b>	1-2-2
An introduction to computer applications for music.	
<b>MUSC 7530 Chamber Music Literature</b>	2-0-2
Selected studies in the history and theory of chamber music masterworks.	
<b>MUSC 7650 Conducting</b>	1-2-2
A study of basic choral and instrumental conducting techniques.	

## APPLIED MUSIC (MUSC)

Students 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. Students must arrange for a lesson time with the assigned instructor by the end of the second day of classes. Students not scheduled by the end of the second day of classes will be dropped from the course.

Secondary Applied: These courses award one credit hour each semester, and one thirty-minute lesson will be scheduled each week. Requirements will be determined by the instructor. Secondary applied lessons are available to any student regardless of major, depending on the availability of faculty.

### Secondary Applied

MUSC 5210	Piano	Graduate 0-1-1
MUSC 5310	Organ	Graduate 0-1-1
MUSC 5410	Voice	Graduate 0-1-1
MUSC 5610	Brass	Graduate 0-1-1
MUSC 5910	Woodwinds	Graduate 0-1-1
MUSC 6310	Percussion	Graduate 0-1-1
MUSC 6410	Strings	Graduate 0-1-1

### **MUSC 5810 Chamber Singers** 0-2-1

A selected ensemble emphasizing choral and vocal chamber music repertoire. Selection by audition only. Membership open to all VSU graduate students.

### **MUSC 5820 Concert Choir** 0-3-1

Open to any VSU student by permission of the instructor.

### **MUSC 5830 The Spotlighters** 0-2-1

A select choral ensemble emphasizing popular, jazz, blues, and show tune repertoire. Selection by audition only.

### **MUSC 5840 Opera and Musical Theatre** 0-2-1

Music drama production and ensemble work. Preparation of scenes and full-scale productions.

### **MUSC 5850 Concert Band** 0-3-1

Open to any VSU student by permission of the instructor.

### **MUSC 5860 Orchestra** 0-3-1

Open to VSU students with permission of the instructor.

### **MUSC 5870 Jazz Ensemble** 0-3-1

Selection by audition only.

### **MUSC 5880 Marching Band** 0-3-1

Performance at all football games and various exhibitions. Auditions required for danceline, color guard, and majorette. Fall semester only.

### **MUSC 5890 Instrumental Ensembles** 0-2-1

Study and performance of repertoire for a variety of combinations of instruments. Open by permission of instructor.

### **MUSC 6870 Jazz Combo** 0-2-1

Study and performance of a wide variety of jazz styles for 5-8 member ensemble. Selection by audition only.

### **MUSC 6880 University Community Band** 0-3-1

Study and performance of standard band literature. Open to VSU students and members of the community by permission of the instructor.



<b>MUSC 6890 Vocal Chamber Ensembles</b>	<b>0-1-1</b>
Ensemble performance in musicals, opera, and other such events in conjunction with the departments of music and theatre.	
<b>MUSC 7050 Music Research and Bibliography</b>	<b>2-0-2</b>
Development of graduate-level research skills.	
<b>MUSC 7240 Private Piano</b>	<b>4 credit hours</b>
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.	
<b>MUSC 7340 Private Strings</b>	<b>4 credit hours</b>
Applied or private string lessons for graduate students. Two 50-minute lessons scheduled each week. May be repeated for credit.	
<b>MUSC 7440 Private Voice</b>	<b>4 credit hours</b>
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.	
<b>MUSC 7450 Private Percussion</b>	<b>4 credit hours</b>
Applied or private percussion lessons for graduate students. Two 50-minute lessons will be scheduled each week. May be repeated for credit.	
<b>MUSC 7640 Private Brass</b>	<b>4 credit hours</b>
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.	
<b>MUSC 7721 Advanced Piano Pedagogy</b>	<b>0-2-1</b>
An in-depth study of piano pedagogy designed to enhance instructional skills in private and group settings.	
<b>MUSC 7731 Advanced Percussion Pedagogy</b>	<b>0-2-1</b>
An in-depth study of percussion pedagogy designed to enhance instructional skills in private and group settings.	
<b>MUSC 7732 Advanced Brass Pedagogy</b>	<b>0-2-1</b>
An in-depth study of brass pedagogy designed to enhance instructional skills in private and group settings.	
<b>MUSC 7733 Advanced Woodwind Pedagogy</b>	<b>0-2-1</b>
An in-depth study of woodwind pedagogy designed to enhance instructional skills in private and group settings.	
<b>MUSC 7734 Advanced String Pedagogy</b>	<b>0-2-1</b>
An in-depth study of string pedagogy designed to enhance instructional skills in private and group settings.	
<b>MUSC 7740 Advanced Pedagogy of Choral Conducting</b>	<b>0-2-1</b>
An in-depth study of choral conducting pedagogy designed to enhance instructional skills in private and group settings.	
<b>MUSC 7750 Advanced Vocal Pedagogy</b>	<b>0-2-1</b>
An in-depth study of vocal pedagogy designed to enhance instructional skills in private and group settings.	
<b>MUSC 7760 Advanced Pedagogy of Orchestra Conducting</b>	<b>0-2-1</b>
An in-depth study of orchestra conducting pedagogy designed to enhance instructional skills in private and group settings.	

**MUSC 7770 Advanced Pedagogy of Wind Band Conducting** 0-2-1

An in-depth study of wind band conducting 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 receive 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

Application of descriptive and inferential statistical procedures using nursing research and practice data.

**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.

<b>NURS 7060 Directed Study in Nursing</b>	<b>1 to 5 credit hours</b>
Enables the student to explore in depth a topic relevant to his/her special interest in nursing.	
<b>NURS 7070 Special Topics in Advanced Nursing</b>	<b>1 to 5 credit hours</b>
Provides opportunities for study on topics of interest in advanced nursing practice.	
<b>NURS 7100 Advanced Pathophysiology</b>	<b>3-0-3</b>
<b>Prerequisites:</b> Graduate admission status. Advanced principles of human physiology and pathogenesis of diseases. This course builds on basic knowledge of pathophysiology. The focus is on etiology, pathogenesis, and clinical manifestations of disease processes commonly encountered in advanced nursing practice.	
<b>NURS 7110 Philosophical and Theoretical Foundations for Advanced Nursing Practice</b>	<b>2-0-2</b>
<b>Prerequisites:</b> Graduate standing. Examination of philosophies and theories that frame advanced nursing practice. The evolution of nursing knowledge and roles in advanced nursing practice are explored, with an emphasis on analysis and application of nursing models and related theories, using critical thinking and clinical reasoning strategies within a framework of altruism, dignity, integrity, and social justice.	
<b>NURS 7130 Seminar in Issues and Health Policy</b>	<b>0-3-1</b>
<b>Prerequisite:</b> 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.	
<b>NURS 7140 Leadership in Advanced Nursing Roles</b>	<b>3-0-3</b>
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.	
<b>NURS 7150 Nursing and Health Care Information Systems</b>	<b>2-0-2</b>
<b>Prerequisite:</b> Graduate standing. Analysis of current and emerging nursing and health care information systems for evidence-based practice, documentation, and evaluation of client-care outcomes. Emphasis is on the use of information and communication technologies to assess, document, and evaluate client outcomes and enhance accessibility of care.	
<b>NURS 7160 Health Care Delivery Systems, Economics, and Policy</b>	<b>2-0-2</b>
A foundation for participation in health policy and understanding the economic impact of health planning. Content focuses on organization of health care delivery systems, health care financing and economic implications, and the role of the provider in policy making. Emphasis is on analysis of health policy; integration of clinical management processes; and use of personal, personnel, and material resources in clinical systems.	
<b>NURS 7200 Advanced Health Assessment</b>	<b>3-0-3</b>
<b>Prerequisite:</b> NURS 7100. <b>Corequisite:</b> NURS 7200L. Advanced, comprehensive assessment skills. Emphasis is on critical thinking and diagnostic reasoning in a variety of health care settings.	
<b>NURS 7200L Advanced Health Assessment Practicum</b>	<b>0-4-1</b>
<b>Prerequisite:</b> NURS 7100. <b>Corequisite:</b> NURS 7200. Application of advanced, comprehensive assessment skills in a variety of health care settings.	
<b>NURS 7211 Advanced Nursing Care with Growing Families</b>	<b>3-9-6</b>
<b>Prerequisites:</b> 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.	

<b>NURS 7220 Advanced Evidence-based Practice</b>	3-0-3
<b>Prerequisites:</b> NURS 7011 or a graduate statistics course, and NURS 7110. Evaluation and use of nursing and health care research and other scholarly inquiry in advanced nursing practice. This course focuses on strategies and skills in retrieving, evaluating, and using evidence to plan quality health care, initiate change in health care systems and processes, and improve health care outcomes.	
<b>NURS 7230 Advanced Pharmacology</b>	3-0-3
<b>Prerequisites:</b> NURS 7100. The pharmacokinetic processes and drugs used in advanced nursing practice. Emphasis is on pharmacologic management of patients in independent and collaborative primary care practice, including professional and statutory issues related to prescribing.	
<b>NURS 7231 Advanced Nursing for Health Promotion of Adults</b>	3-0-3
<b>Prerequisites:</b> NURS 7110 and NURS 7100. <b>Corequisite:</b> NURS 7231L. Holistic and comprehensive nursing care of multicultural adult populations, utilizing current research and theoretical concepts related to health promotion and disease prevention.	
<b>NURS 7231L Advanced Health Promotion of Adults: Lab</b>	0-9-3
<b>Corequisite:</b> NURS 7231. Application of advanced practice theory related to wellness and health promotion and lifestyle modification within specific clinical settings.	
<b>NURS 7250 Theoretical Foundations for Advanced Psychiatric/Mental Health Nursing Practice</b>	3-0-3
<b>Prerequisite:</b> Admission to MSN program or permission of the instructor. Introduction to theories, concepts, models, and ethics relevant to the Advanced Psychiatric/Mental Health Nurse. Emphasis is placed on neurobiological, developmental, and psychodynamic theories of mental illness in the care of persons or populations with or at risk for mental illness.	
<b>NURS 7251 Advanced Psychopharmacology</b>	2-0-2
<b>Prerequisite:</b> NURS 7230 or permission of instructor. Principles of psychopharmacology required for the prescription and management of medications by advanced practice psychiatric nurses for the treatment of psychiatric disorders across the lifespan.	
<b>NURS 7251L Advanced Psychopharmacology Practicum</b>	0-4-1
<b>Corequisite:</b> NURS 7251. Application of psychopharmacology to the prescription and management of medications for the treatment of psychiatric disorders across the lifespan.	
<b>NURS 7252 Family Systems and Group Process for Advanced Psychiatric Mental Health Nursing</b>	3-0-3
<b>Prerequisite:</b> NURS 7250 or permission of instructor. Analysis of theories and current trends in primary, secondary, and tertiary prevention of psychiatric disorders and promotion of mental health within a social systems framework.	
<b>NURS 7291 Advanced Nursing Health Promotion of Adults Clinical Laboratory-NP</b>	0-9-3
<b>Prerequisites:</b> 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.	
<b>NURS 7300 Population-based Care Management</b>	3-0-3
<b>Prerequisites:</b> NURS 7100, 7110, 7150, 7160, 7200, 7200L, 7220, 7230. Building of effective relationships and expert use of scientific process and evidence for developing, implementing, and evaluating population-based nursing interventions. Epidemiology and biostatistics are used to study common health events. Safety, health promotion, risk reduction, illness prevention, and illness and disease management are emphasized to improve health outcomes and quality care environments in rural and urban populations.	

- NURS 7310 Leadership for Quality Nursing Environments and Clinical Outcomes Management** 3-0-3  
**Prerequisites:** NURS 7200, 7200L, 7220, 7230. Synthesis of organization and communication theory and research in the analysis of relationships, work environments, and health systems. Leadership is studied within the context of organizational and health systems with focus on therapeutic use of self, small group dynamics, partnerships, collaboration, power and persuasion, negotiation and mediation, conflict resolution, effective teaching and learning, and working with interdisciplinary teams and multicultural work forces.
- 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 7320 Clinical Nurse Leader Role Development in Practice** 2-4-3  
**Prerequisites:** NURS 7100, 7110, 7150, 7160, 7200, 7200L, 7220, 7230, 7300, 7310. Analysis of CNL roles with concentration on care provider, leader, and care manager. Emphasis is on the application of knowledge and skills in providing, leading, and managing care in complex patient, cohort, or community situations, focusing on quality care environments and client-centered outcomes. Students will have preceptored clinical experiences in selected areas of advanced nursing practice and will design a portfolio and initiate a CNL project to guide and develop professional practice.
- 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 7330 Acute and Self-limiting Disease Management for the Nurse Practitioner** 3-0-3  
**Prerequisites:** NURS 7200, 7200L, 7220, 7230. Diagnostic and therapeutic skills. Students will identify system-specific pathophysiology, discriminate among potential diagnoses, design and critique plans of care, and perform procedures relevant to acutely ill adolescents and adults.
- NURS 7330L Acute and Self-limiting Disease Management for the Nurse Practitioner: Lab** 0-9-3  
**Prerequisites:** NURS 7200, 7200L, 7220, 7230. Clinical practice in primary care with acutely ill adolescents and adults.
- 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** 3-0-3  
**Prerequisite:** NURS 7231. **Corequisite:** NURS 7332K or NURS 7392. 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.

- NURS 7332L Advanced Nursing for Health Restoration of Adults: Lab** 0-9-3  
**Corequisite:** NURS 7332. Clinical laboratory focused on application of principles related to nursing management of clinical problems in caring for adults with acute and chronic illnesses within a variety of clinical settings.
- NURS 7340 Advanced Adult Nursing: Health Care From Adolescents to Geriatrics** 3-0-3  
**Prerequisites:** NURS 7100, 7110, 7150, 7160, 7200, 7200L, 7220, 7230. Care across the age continuum from adolescents to geriatrics. Emphasis is on principles of health promotion, disease prevention, and management of health and illness.
- 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 7350 Chronic and Complex Disease Management for the Nurse Practitioner** 3-0-3  
**Prerequisites:** NURS 7200, 7200L, 7220, 7230. Diagnostic and therapeutic skills. Students will identify system-specific pathophysiology, discriminate among potential diagnoses, design and critique plans of care, and perform procedures relevant to adolescents and adults with chronic and complex problems.
- NURS 7350L Chronic and Complex Disease Management for the Nurse Practitioner: Lab** 0-9-3  
**Prerequisites:** NURS 7200, 7200L, 7220, 7230. Clinical practice in primary care with adolescents and adults with chronic and complex health problems.
- NURS 7351 Advanced Psychiatric Mental Health Nursing for Individuals across the Lifespan** 3-0-3  
**Prerequisite:** NURS 7250. Advanced nursing management of individuals with acute and chronic mental health problems. Therapeutic foundations for short-term intervention with adults experiencing time-limited crises and who have no long-term mental health problems, and adults with persistent conditions that are stabilized but confronting short-term stressors, and for those needing long-term therapeutic case management.
- NURS 7351L Advanced Psychiatric Mental Health Nursing for Individuals across the Lifespan Practicum** 0-12-3  
**Corequisite:** NURS 7351. Diagnosis and management of individuals with psychiatric disorders and mental health problems. The course focuses on development of skills in clinical decision making, comprehensive and focused assessment, interpretation of data, establishment of therapeutic relationships with individuals, and interprofessional collaboration.
- 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 7410 Clinical Nurse Leader Synthesis and Best Practices** 1-4-2  
**Prerequisite or Corequisite:** NURS 7320. Analysis, synthesis, and evaluation of practice patterns for CNL best practices. This course builds competencies in clinical decision-making, problem identification and resolution, resource management, and outcomes measurement for selected populations. Emphasis is on working with patients, cohorts, and health teach of multicultural backgrounds and being accountable for coordination, delegation, and supervision at the point of care.
- NURS 7420 Clinical Practicum and Residency for Clinical Nurse Leaders** 0-12-3 or 0-24-6  
**Prerequisite:** NURS 7410. A culminating residency, immersion, precepted experience for students to fully enact the roles of CNL in selected microsystems. Emphasis is placed on CNL competencies, particularly team building and leading, communication, advocacy, resource and outcomes management, and evidence-based practice. Students must successfully complete and disseminate results of the CNL capstone project and pass the AACN national board certification examination for clinical nurse leaders. A total of 6 credit hours (360 clinical hours) are required.
- 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 7450 Clinical Procedures For Advanced Practice Nurses** 2-0-2  
**Prerequisites:** NURS 7100, 7200, 7200L, 7230. Clinical skills used in advanced nursing practice. The focus is on theoretical and practical aspects of a variety of procedures and diagnostic modalities.
- 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** 3 to 6 credit hours  
**Prerequisite:** NURS 7120. Capstone research course resulting in the proposal and preparation of a thesis in APA style. A thesis defense if required. Continuous registration is required until the thesis is completed, with a minimum of 6 hours needed for course completion.
- NURS 7473 Project** 3 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** 3-0-3  
**Prerequisite:** NURS 7391. Synthesis of concepts and generation of research issues related to the role of the nurse practitioner. Emphasis is on provision of holistic nursing in the supervised role of adult nurse practitioner within a variety of settings.

<b>NURS 7510 Nurse Practitioner Project I</b>	3-0-3
<b>Prerequisite:</b> NURS 7220. Development of a nursing project under the mentorship of a faculty member. Students develop a proposal for an evidence-based initiative or protocol for advanced nursing practice.	
<b>NURS 7520 Nurse Practitioner Project II</b>	4-0-4
<b>Prerequisite:</b> NURS 7510. Development of a nursing project under the mentorship of a faculty member. Students complete the project initiated in NP Project I.	
<b>NURS 7590 Nurse Practitioner Practicum</b>	0-15-5
<b>Prerequisite:</b> NURS 7200, 7200L, 7230, 7330, 7330L, 7350, 7350L. Synthesis of nurse practitioner clinical knowledge and skills. Emphasis is on health promotion, disease prevention, and clinical practice in primary care with adolescents and adults.	
<b>NURS 7594 Synthesis Seminar</b>	0-6-2
<b>Co-requisite:</b> 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.	
<b>NURS 9011 Biostatistics</b>	3-0-3
Survey of data and data types as a foundation for the scholarship of application, analysis, and interpretation of data to solve practice problems, and improvement of population health. Analysis of health data is applied to evaluation of practice outcomes and the development of practice guidelines.	
<b>NURS 9100 DNP Foundations Seminar</b>	1-0-1
Theoretical underpinnings for the foundation of the Doctor of Nursing Practice role, including developing solutions regarding access to healthcare and equality issues.	
<b>NURS 9110 Principles of Epidemiology</b>	3-0-3
Application of public health models to the analysis of data to inform clinical practice in health care.	
<b>NURS 9120 Policy, Finance, and Health Systems</b>	3-0-3
Interrelationships among finance, policy development, health systems organization, and health outcomes at the local, regional, state, and national levels to inform DNP practice.	
<b>NURS 9130 Informatics for Advanced Nursing Practice</b>	3-0-3
Application of information theory and computer technology skills directed towards improving the organization and delivery of healthcare to multicultural populations. This course uses technology for optimizing collection, verification, and utilization of data that relate to generating knowledge for best practice.	
<b>NURS 9200 Advanced Applications of Evidence-based Practice</b>	3-0-3
Knowledge and resources to develop and implement evidence-based clinical and administrative programs in nursing and health care delivery systems. Emphasis is on the evaluation of outcomes of practice, practice patterns, and systems of care.	
<b>NURS 9210 Leadership and Role Development for Advanced Practice Nursing</b>	3-0-3
Application of leadership and management theories to the development of the DNP role. Focus is on entrepreneurship, change, and interprofessional collaboration.	
<b>NURS 9220 Population Health for Advanced Practice Nursing</b>	3-0-3
Principles of disease management, quality, safety, and health policy to improve population health.	
<b>NURS 9230 Health Ethics</b>	3-0-3
Application of ethical theories and rational decision-making in health care.	



<b>NURS 9300 DNP Residency I</b>	0-12-3
<b>Prerequisites:</b> NURS 9011, 9100, 9110, 9120, 9130, 9200, 9210, 9220, and 9230. Intense practice immersion that integrates the role of the DNP into clinical practice, focusing on designing, delivering, and evaluating comprehensive, evidence-based care to individuals, aggregates, and populations.	
<b>NURS 9310 DNP Residency II</b>	0-12-3
<b>Prerequisites:</b> NURS 9011, 9100, 9110, 9120, 9130, 9200, 9210, 9220, and 9230. Intense practice immersion that integrates the role of the DNP into clinical practice, focusing on leadership, consultation, advocacy, and interdisciplinary collaboration to improve the safety and quality of health care for diverse populations.	
<b>NURS 9400 DNP Clinical Project I</b>	3-0-3
<b>Prerequisites:</b> NURS 9011, 9100, 9110, 9120, 9130, 9200, 9210, 9220, and 9230. Development of the DNP capstone project, demonstrating the student's ability to evaluate and apply theory and evidence to clinical practice and leadership.	
<b>NURS 9410 DNP Clinical Project II</b>	0-10-3
<b>Prerequisite:</b> NURS 9400. Implementation, evaluation, and dissemination of the DNP capstone project.	

## **PADM: PUBLIC ADMINISTRATION**

<b>PADM 7000 Human Resource Management</b>	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.	
<b>PADM 7010 Public Sector Labor Relations</b>	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.	
<b>PADM 7020 Public Sector Planning</b>	3-0-3
An exploration of the elements of public sector planning, including data validation, forecasting and projection techniques, and decision making.	
<b>PADM 7040 Non-Profit Management</b>	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.	
<b>PADM 7050 Administrative Law and Government</b>	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.	
<b>PADM 7060 Quantitative Methods for Public Administration</b>	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.	
<b>PADM 7090 Policy Analysis</b>	3-0-3
<b>Prerequisite or corequisite:</b> 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.	
<b>PADM 7110 Information Management</b>	3-0-3
<b>Also offered as MLIS 7270.</b> 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.	

<b>PADM 7120 Accounting for the Public Sector</b>	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.	
<b>PADM 7140 Governmental Budgeting and Finance</b>	3-0-3
An analysis of financial management and budgeting procedures as applied to federal, state and local governments.	
<b>PADM 7170 Organizational Theory and Behavior</b>	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.	
<b>PADM 7180 Labor Law</b>	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.	
<b>PADM 7190 Special Topics in Public Administration</b>	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.	
<b>PADM 7200 Directed Study in Public Administration</b>	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.	
<b>PADM 7210 Internship in Public Administration</b>	1-0-1
<b>Corequisite:</b> 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.	
<b>PADM 7220 Managing Diversity in the Public Workforce</b>	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.	
<b>PADM 7240 Public Administration and Community-based Organizations</b>	3-0-3
An examination of the relationships between urban public administrators and their environment. Topics include but are not limited to the role community organizations, interest groups, and demographic diversity upon the management function.	
<b>PADM 7250 Managing Small Cities and Counties</b>	3-0-3
An overview of local government operations for small and mid-sized communities. Topics include legal issues, the clerk’s office, emergency management, planning, economic development, public works, leisure and human services, police and fire services, budgeting and financial management, personnel, communication, and intergovernmental relations.	
<b>PADM 7260 Democracy and Public Administration</b>	3-0-3
An examination of the role of the career administrator in a 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.	
<b>PADM 7270 Innovation and Creative Problem Solving in the Public Sector</b>	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.	

<b>PADM 7300 Foundations Seminar in Public Administration</b>	<b>3 hours credit</b>
Graded “Satisfactory” or “Unsatisfactory.” A survey of the field of public administration, including the research and writing skills needed for successful study in the field. The course is to be taken during the student’s first semester of coursework. Students must demonstrate basic computer proficiency as part of this course.	
<b>PADM 7350 Intergovernmental Management</b>	<b>3 hours credit</b>
A study of federal, state, and local government interactions, including interactions with the not-for-profit sector, from the perspective of a public administrator.	
<b>PADM 7360 Planning and Implementing Electronic Government</b>	<b>3-0-3</b>
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.	
<b>PADM 7370 Comparative Public Policy</b>	<b>3 hours credit</b>
An examination of how public policies differ cross-nationally, why they differ, and what impact they have on their respective societies.	
<b>PADM 7380 Politics of Managing Urban Areas</b>	<b>3 hours credit</b>
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.	
<b>PADM 7400 Ethics and Public Administration</b>	<b>3-0-3</b>
An examination of the role of ethics in public administration, with an emphasis on ethical obligations, practices, and decision-making. Students will analyze the principal philosophical approaches that inform ethical behavior and apply moral reasoning to a variety of specific cases that highlight ethical dilemmas faced by public administrators.	
<b>PADM 7410 Performance Analysis for Government and Non-Governmental Organizations</b>	<b>3-0-3</b>
An overview of performance measurements and analysis for public and non-profit organizations.	
<b>PADM 7420 Homeland Security</b>	<b>3-0-3</b>
An overview of homeland security, focusing on conventional and unconventional threats. Special emphasis is placed on civil defense, emergency management, and policy making.	
<b>PADM 7500 Environmental Policy</b>	<b>3-0-3</b>
An examination of environmental politics and policy in the U.S. and U.S. involvement in global environmental issues. Using historical and current case topics, students will gain a greater understanding of challenges facing public administrators in managing environmental concerns.	
<b>PADM 7510 Health Policy</b>	<b>3-0-3</b>
An examination of politics and policy making in health care in the U.S. Topics will include providers, payers, and regulators; policy evaluation; and the challenges facing public administrators who manage or access the health care system.	
<b>PADM 7600 Public Policy Formation</b>	<b>3-0-3</b>
An examination of the making of public policy in the United States. Using case studies and applied analysis, students will develop a deeper understanding of the institutions, people, and environmental conditions that influence the formation of public policies.	
<b>PADM 7670 Quality Management in Public Administration</b>	<b>3-0-3</b>
A survey of the history, practice, and theory of quality management, as specifically related to public sector and nonprofit organizations.	

<b>PADM 7860 Grant Writing and Management</b>	<b>3 hours credit</b>
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.	
<b>PADM 7900 Capstone Seminar in Public Administration</b>	2-0-2
<b>Corequisite:</b> 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.	
<b>PADM 9000 Administration and Government</b>	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.	
<b>PADM 9010 Financial Management for Public and Non-Governmental Organizations</b>	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.	
<b>PADM 9020 Managing Human Resources in Public and Non-Governmental Organizations</b>	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.	
<b>PADM 9030 Logic of Inquiry in Administration</b>	3-0-3
An in-depth examination of the various epistemological approaches used in the systematic study of public administration.	
<b>PADM 9040 Research and Methods for Public Administration</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>PADM 9050 Program Evaluation</b>	3-0-3
<b>Prerequisite:</b> PADM 9040. <b>Also offered as PSYC 9050.</b> Theories, research, and practice related to program evaluation in government and nonprofit organizations.	
<b>PADM 9060 Information and Data Management</b>	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.	
<b>PADM 9070 Culture of Formal Work Organizations</b>	3-0-3
<b>Also offered as SOCI 9070.</b> 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.	
<b>PADM 9090 Educational Policy Analysis</b>	3-0-3
<b>Prerequisites:</b> <b>Doctoral standing or approval of instructor.</b> 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 9670 Quality Management in Public Administration** 3-0-3  
 A survey of the history, practice, and theory of quality management, as specifically related to public sector and nonprofit organizations, with emphasis on data collection and analysis.
- 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** 1 or 3 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. Students must take a minimum of 6 credit hours.

## **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** 2-2-4  
An advanced course with emphasis on physical optics. Lens matrices, interference, polarization, dispersion, absorption, resonance, and quantum effects will be covered. The electromagnetic nature of light is emphasized. Students will be required to implement a project that involves applying theory to an experiment, performing the experiment, analyzing the results, and writing a paper reporting on the results.

**PHYS 5810 Mathematical Methods of Physics** 3-0-3  
Special topics in mathematics as related to advance study in physics. Topics include vector analysis, differential equations, orthogonal functions, eigenvalue problems, matrix methods, and complex variables.

**PHYS 5820 Computational Physics** 3-0-3  
Topics include formulation of equations describing physical systems and the use of computers to solve them, computer simulations of physical systems, the use of computers to acquire and analyze data, and graphical methods of displaying data.

**PHYS 6040 Experimental Physics** 2-4-4  
A lecture-laboratory course devoted to techniques of research in experimental physics. Topics include treatment of data, vacuum techniques, magnetic devices, preparation and manipulation of beams of particles and radioactivity. A number of modern physics experiments are studied and performed.

**PHYS 6111-6112 Theoretical Mechanics I, II** 3-0-3 each  
Topics include Newtonian Mechanics, conservation laws, Lagrange's equations, and relativity.

**PHYS 6211-6212 Electromagnetism I, II** 3-0-3 each  
Topics include electrostatics, magnetostatics, time varying electric and magnetic fields, Maxwell's equations, and propagation of electromagnetic waves.

**PHYS 6310 Statistical Physics** 3-0-3  
A study of kinetic theory and statistical mechanics with a brief treatment of classical thermodynamics.

**PHYS 6411-6412 Modern Physics, I, II** 3-0-3 each  
An introduction to twentieth-century physics with the emphasis on quantum mechanics and its applications to atomic and nuclear structure, and to solid state physics. Both wave and matrix formalisms are developed, along with their experimental implications.

**PHYS 6800 Internship in Physics** 0-6-3 to 0-12-6  
Active participation in research in physics or in a field of science closely allied with physics, such as biophysics. A daily log of activities, a report on the work done, and a research paper relating the work done to the field of physics are required.

<b>PHYS 6900 Special Topics in Physics</b>	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.	
<b>PHYS 6950 Directed Study in Physics</b>	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**

<b>POLS 5200 American State and Local Government and Politics</b>	3-0-3
A study of American subnational governments and politics with special emphasis upon intergovernmental relations.	
<b>POLS 5210 The American Legislative Process</b>	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.	
<b>POLS 5300 Comparative Politics</b>	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.	
<b>POLS 5400 International Politics</b>	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.	
<b>POLS 5500 Western Political Theory I</b>	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.	
<b>POLS 5510 Western Political Theory II</b>	3-0-3
An examination of the normative teachings of modern political theory beginning with Machiavelli up to the writings of John Stuart Mill.	
<b>POLS 5520 Modern Political Ideologies</b>	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.	
<b>POLS 5530 American Political Thought</b>	3-0-3
A study of the foundations of American political thought from the Puritan era to contemporary times.	
<b>POLS 5600 Introduction to Public Administration</b>	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.	
<b>POLS 5620 Health Policy</b>	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.	
<b>POLS 6120 Ethics and Public Policy</b>	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.	

<b>POLS 6330 African Politics</b>	3-0-3
A study of the domestic and international politics of Africa from the pre-colonial period to the present day.	
<b>POLS 6410 American Foreign Policy</b>	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.	
<b>POLS 6430 National Security Administration and Policy</b>	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.	
<b>POLS 6600 Government Organization and Administrative Theory</b>	3-0-3
A systematic analysis of theories of organization, management, and administration. Special consideration will be given to institutional, behavioral, and psychological factors.	
<b>POLS 6620 Public Finance Administration</b>	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.	
<b>POLS 6640 Urban Politics and Administration</b>	3-0-3
An analysis of the governmental function in urban areas. Emphasis is placed on the management role in a political context.	
<b>POLS 6650 Intergovernmental Relations</b>	3-0-3
A study of federal, state, and local governmental interactions, with an emphasis on the implications of these interactions for public management.	
<b>POLS 6670 Quality Management in Public Administration</b>	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.	
<b>POLS 6820 Special Topics in U. S. Government and Politics</b>	3-0-3
<b>POLS 6830 Special Topics in Comparative Politics</b>	3-0-3
<b>POLS 6840 Special Topics in International Politics</b>	3-0-3
<b>POLS 6860 Special Topics in Public Administration</b>	3-0-3

## **PSYC: PSYCHOLOGY**

<b>PSYC 5400 Abnormal Psychology</b>	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.	
<b>PSYC 5500 Statistical Methods in Psychology</b>	3-0-3
Open to graduate students from any major. Univariate and bivariate statistical methods for research in the behavioral sciences.	
<b>PSYC 5700 Rehabilitation Psychology</b>	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.	



<b>PSYC 5800 Industrial/Organizational Psychology</b>	3-0-3
Open to graduate students from any major. Theory and application of psychological principles to industrial and organizational settings.	
<b>PSYC 6500 Special Topics</b>	1-0-1 to 3-0-3
<b>Prerequisite:</b> Approval of advisor and instructor.	
<b>PSYC 7000 Methods In School Psychology</b>	3-1-3
<b>Prerequisite:</b> 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.	
<b>PSYC 7010 Learning and Assessment</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>PSYC 7020 Conditions Of Learning</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>PSYC 7030 Measurement And Evaluation</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>PSYC 7040 Adult Learning and Assessment</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>PSYC 7100 Intellectual Assessment</b>	3-2-4
<b>Prerequisite:</b> 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.	
<b>PSYC 7110 Personality Assessment</b>	3-2-4
<b>Prerequisite:</b> 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.	
<b>PSYC 7120 Academic and Behavioral Assessment</b>	4-1-4
<b>Prerequisites:</b> 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 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 7500 Consultation Theory and Practice** 3-0-3  
An introduction to consultation and collaboration. Effective development of indirect intervention strategies employed by human services workers will be reviewed in this course.
- 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  
**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.

<b>PSYC 7690 Professional Issues in I/O Psychology</b>	1-0-1
<b>Prerequisite: Permission of Instructor.</b> Current issues in the provision of I/O services.	
<b>PSYC 7791, 7792, 7793, 7794, 7795 School Psychology Practicum</b>	<b>1 hour each</b>
<b>Prerequisite: Admission to School Psychology program.</b>	
<b>PSYC 7820 Career Counseling</b>	3-1-3
<b>Also offered as SCHC 7820.</b> 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.	
<b>PSYC 7900 Pre-Practicum</b>	3-0-3
<b>Also offered as SCHC 7900. Prerequisite: PSYC 7400.</b> 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.	
<b>PSYC 7961, PSYC 7962 I/O Psychology Practicum I, II</b>	<b>3 hours each</b>
<b>Prerequisite: Admission to I/O Program and Advanced standing.</b> Supervised training in an appropriate applied setting.	
<b>PSYC 7971, PSYC 7972 Clinical/Counseling Psychology Practicum I, II</b>	<b>2-0-2 each</b>
<b>Prerequisite: PSYC 7900 and successful completion of comprehensive examinations.</b>	
<b>PSYC 8000 Research Design and Analysis</b>	3-0-3
<b>Prerequisite: PSYC 5500 or permission of instructor.</b> Design of experimental and correlational research, using univariate, bivariate, and multivariate techniques.	
<b>PSYC 8020 Advanced Educational Psychology</b>	3-0-3
<b>Prerequisite: PSYC 7010 and admission to COE Educational Specialist or doctoral program or approval of instructor.</b> 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.	
<b>PSYC 8120 Alternative Assessment</b>	2-1-2
<b>Prerequisite: PSYC 7100.</b> 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.	
<b>PSYC 8130 Computer Based Assessment</b>	2-1-2
<b>Prerequisite: PSYC 7100.</b> 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.	
<b>PSYCH 8140 Emergent Technologies for Intervention-Based Assessment</b>	1-0-1
<b>Prerequisite: A previous graduate assessment course and/or permission of instructor.</b> 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.	

<b>PSYC 8150 Behavioral Health Care Systems</b>	3-1-3
<b>Prerequisite:</b> PSYC 7420 or permission of instructor. <b>Also offered as SCHC 8150.</b> 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.	
<b>PSYC 8160 Advanced Practice in Cognitive Behavioral Therapy</b>	3-0-3
<b>Also offered as SCHC 8160. Prerequisite:</b> SCHC 7400 or PSYC 7400 or equivalent. An in-depth study of counseling theories whereby students develop an advanced level of understanding and skill in cognitive behavioral counseling theories and practice.	
<b>PSYC 8200 Child Psychopathology</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>PSYC 8250 Developmental Psychology</b>	3-0-3
<b>Prerequisite:</b> RSCH 7100 or PSYC 8000, and <b>Advanced standing.</b> 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.	
<b>PSYC 8350 Psychology of Motivation</b>	3-0-3
<b>Prerequisite:</b> <b>Advanced standing.</b> Behavioral, cognitive, and physiological bases of motivation in theory and application.	
<b>PSYC 8360 Human Resource Development</b>	3-0-3
<b>Prerequisite:</b> <b>Advanced standing.</b> Development, administration, and evaluation of strategies and products utilized in the development of human resources in business, industrial, and educational settings.	
<b>PSYC 8370 Human Factors Psychology</b>	3-0-3
Human learning, performance, and cognition in the context of human-machine and human-environment systems and interactions.	
<b>PSYC 8400 Special Topics In Applied Psychology</b>	1-0-1 to 3-0-3
<b>Prerequisite:</b> <b>Approval of instructor.</b> Introduction to current advanced topics within the fields of applied psychology. Emphasis will be placed on specific content areas and applications.	
<b>PSYC 8500 Change and Change Measurement</b>	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.	
<b>PSYC 8610 Behavior Modification</b>	3-0-3
<b>Prerequisite:</b> <b>Advanced standing, and approval of instructor.</b> 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, and IV**

**1 hour each**

**Prerequisite:** Advanced standing in the Ed.S. Program in School Psychology.

**PSYC 8895 Capstone Project**

**3-0-3**

**Prerequisite:** RSCH 8000. Development, implementation, and evaluation of a project in the school environment.

**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, and 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.

## **PSYG: PSYCHOLOGY-GIFTED**

**PSYG 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.

**PSYG 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.

**PSYG 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.

**PSYG 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.

## **READ: READING EDUCATION**

**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.

<b>READ 7010 Diagnosis and Correction of Reading Difficulties</b>	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.	
<b>READ 7100 Trends and Issues in Reading</b>	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.	
<b>READ 7110 Research and Theory in Reading</b>	3-0-3
A review of the major research and theories in reading. Reading research findings will be applied to classroom instruction.	
<b>READ 7120 Word Identification, Vocabulary, and Spelling Instruction</b>	3-0-3
A review of research and instructional practices in word identification, vocabulary, and spelling. Research findings will be applied to classroom instruction.	
<b>READ 7130 Comprehension and Study Strategy Instruction</b>	3-0-3
A review of research related to comprehension and study strategies. Research findings will be applied to classroom instruction.	
<b>READ 7140 Methods of Teaching Writing</b>	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.	
<b>READ 7150 Issues in Using Literature in the Classroom</b>	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.	
<b>READ 7160 Practicum in Diagnosing Reading Difficulties</b>	2-2-3
<b>Corequisite:</b> 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.	
<b>READ 7170 Practicum in Correcting Reading Difficulties</b>	2-2-3
<b>Corequisite:</b> 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.	
<b>READ 7180 Organizing and Supervising School Reading Programs</b>	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**

<b>RSCH 7100 Research Methodology in Education</b>	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.	

<b>RSCH 8000 Advanced Research Methodology</b>	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.	
<b>RSCH 9800 Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Method Research</b>	3-0-3
Research design for quantitative, qualitative, and mixed method research in education. Philosophical foundations, research techniques, and fundamentals of each approach are presented. Basic statistics are reviewed from descriptive to anova. This course is a foundation for all other advanced research courses.	
<b>RSCH 9820 Qualitative Research Methods</b>	3-0-3
<b>Prerequisite:</b> RSCH 9800. Study and application of qualitative research methodology in educational settings.	
<b>RSCH 9830 Advanced Qualitative Research Methods</b>	3-0-3
<b>Prerequisite:</b> RSCH 9820. An investigation of advanced approaches to the conceptualization, design, implementation, and representation of qualitative research and their application.	
<b>RSCH 9840 Quantitative Research Methods</b>	3-0-3
<b>Prerequisite:</b> RSCH 9800. Study and application of quantitative research methodology in educational settings.	
<b>RSCH 9850 Advanced Quantitative Research Methods</b>	3-0-3
<b>Prerequisite:</b> RSCH 9840. Development of skills to identify an appropriate statistical technique, to interpret results for independent research, and to critically evaluate contemporary social research using advanced quantitative methods.	
<b>RSCH 9860 Advanced Mixed Methods</b>	3-0-3
<b>Prerequisite:</b> RSCH 9820, RSCH 9840. An investigation of practical and philosophical foundations for the design and implementation of mixed method research.	
<b>RSCH 9870 Dissertation Topic Conceptualization</b>	3-0-3
<b>Prerequisites:</b> RSCH 9820 and RSCH 9840; <b>corequisites</b> RSCH 9830, RSCH 9840, or RSCH 9860. Research seminar for the development of the doctoral dissertation topic.	
<b>RSCH 9900 Special Topics in Research Methods</b>	3-0-3
Advanced study of specific contemporary issues in research. May be repeated under different topics.	

## **SAHE: STUDENT AFFAIRS AND HIGHER EDUCATION**

<b>SAHE 7860 Student Development Theory</b>	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.	
<b>SAHE 7870 Student Personnel Service in Higher Education</b>	3-0-3
Development and organization of student personnel services in institutions of higher learning. The emphasis of the course is upon the philosophy, methods, and techniques used in their operation.	

**SAHE 7880 Counseling in Student Affairs** 3-0-3  
Experiences in helping skills and intervention techniques, skills in designating and implementing individual and group interventions, and skills in developing mentoring relationships. Emphasis is placed on basic counseling skills and techniques for work in student affairs settings.

**SAHE 7890 Technology in Student Affairs** 3-0-3  
Technology-based projects and strategies to support teaching and working with diverse learners. Class activities will enhance learning concerning ever-changing culture and inclusion. Use of the Internet and print resources will enable the students to participate in analysis and critique of different management and planning strategies.

## **SCHC: 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.



<b>SCHC 7820 Career Counseling</b>	3-1-3
<b>Also offered as PSYC 7820.</b> 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.	
<b>SCHS 7830 Consultation and Advocacy in School Counseling</b>	3-0-3
<b>Prerequisite 7010.</b> 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.	
<b>SCHC 7900 Pre-Practicum</b>	3-0-3
<b>Prerequisite: SCHC 7400.</b> 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.	
<b>SCHC 7981 School Counseling Practicum I</b>	3-0-3
<b>Prerequisite: PSYC 7900.</b>	
<b>SCHC 7991 School Counseling Internship I</b>	3-0-3
<b>Prerequisite: SCHC 7981 and Graduate Standing.</b>	
<b>SCHC 7992 School Counseling Internship II</b>	3-0-3
<b>Prerequisite: SCHC 7981 and Graduate Standing.</b>	
<b>SCHC 8150 Behavioral Health Care Systems</b>	3-1-3
<b>Prerequisite: PSYC 7420 or permission of instructor. Also offered as PSYC 8150.</b> 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.	
<b>SCHC 8160 Advanced Practice in Cognitive Behavioral Therapy</b>	3-0-3
<b>Also offered as PSYC 8160. Prerequisite: SCHC 7400 or PSYC 7400 or equivalent.</b> An in-depth study of counseling theories whereby students develop an advanced level of understanding and skill in cognitive behavioral counseling theories and practice.	
<b>SCHC 8400 Special Topics in Applied Psychology</b>	1-0-1 to 3-0-3
<b>Prerequisite: Admission to Ed.S. School Counseling Program and approval of instructor.</b> Introduction to current advanced topics within the field of applied psychology. Emphasis will be placed on specific content areas and applications.	
<b>SCHC 8891 Advanced Practicum in Supervision</b>	4-2-3
<b>Prerequisite: Admission to Ed.S. School Counseling Program or permission of the instructor.</b> The process and practice of counseling supervision and leadership in the school environment. An emphasis will be placed on the application of strategies and skills used to enhance supervision and leadership abilities.	
<b>SCHC 8895 Capstone Seminar</b>	3-0-3
Development, implementation, and evaluation of a project in the school environment.	
<b>SCHC 8999 Thesis</b>	3-0-3
<b>Prerequisite: Admission to Graduate Program in Department, advanced standing, permission of advisor. Also offered as PSYC 8999.</b>	

## **SEAC: SPECIAL EDUCATION - ADAPTED CURRICULUM**

- SEAC 5030 Single Subject Research in Special Education** 3-1-3  
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.
- SEAC 5050 Assistive Technology** 3-1-3  
A study of various applications of technology for children with disabilities that support inclusive services. Topics to be addressed include assistive technology assessment of 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 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 5570 Assessment and Curriculum for Students with Low Incidence Disabilities** 3 hours credit  
Curricular approaches to design, implement, and monitor functional and age-appropriate programs for children and youth with low incidence disabilities in school, home, and community settings. Required activities include informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress.

**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

**Prerequisite: Minimum of 27 hours in the program of study prior to enrolling in SEAC 6110.**

Culminating course experience in which students will select and post evidence from class assignments and write personal reflections in LiveText portfolio describing how the assignments have contributed to their development as teachers.

**SEAC 6200 Internship in Special Education–Adapted Curriculum** 3-1-3

Graded “Satisfactory” or “Unsatisfactory.” A clinical practice experience completed in the last semester of program and designed for candidates in the online M.A.T. program in special education, adapted curriculum who are seeking initial certification. Candidates will complete a minimum of four weeks of full-time teaching in the role of a special educator, with supervision provided by a university supervisor and the school principal or the principal’s designee.

## **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 the use of these 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 6050 Language and Learning Disabilities** 3-0-3  
Study of the foundation and sequence of language and communication development, characteristics of language and communication disorders and differences, and selected evidence-based classroom intervention strategies.
- 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  
**Prerequisite: Successful completion of 27 hours in the program of study.** Culminating course experience in which students will select and post evidence from class assignments and write personal reflections in LiveText portfolio describing how the assignments have contributed to their development as teachers.
- SEGC 6200 Internship in Special Education–General Curriculum** 3-1-3  
Graded “Satisfactory” or “Unsatisfactory.” A clinical practice experience completed in the last semester of program and designed for candidates in the online M.A.T. program in special education, general curriculum who are seeking initial certification. Candidates will complete a minimum of four weeks of full-time teaching in the role of a special educator, with supervision provided by a university supervisor and the school principal or the principal’s designee.

## **SERD: SPECIAL EDUCATION–READING**

- SERD 6030 Teaching Children to Read** 3-1-3  
An introduction to methods of teaching children to read, with an emphasis on balanced reading instruction. Major topics include building a literacy foundation, oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, and guided reading instruction.
- SERD 6040 Reading Diagnosis, Remediation, and Management: Emergent and Early Readers** 3-1-3  
Effective diagnosis, remediation, and management of varying reading competences in emergent and early readers, categorized from Tiers 1 through 3 on the Georgia Response to Instruction pyramid.

**SERD 6060 Problems in Learning to Read–Comprehension** 3-1-3  
Methods of teaching children to read, with an emphasis on balanced reading instruction and evidence-based reading strategies. Major topics include building a literacy foundation, phonics and contextual analysis, comprehension instruction, and guided reading instruction.

**SERD 6070 Reading Research and Instruction** 3-0-3  
Research-based practices and theoretical underpinnings of reading and writing, as they relate to the practical applications of teaching across aspects of literacy.

## **SOCI: SOCIOLOGY**

**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 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.

<b>SOCI 7100 Issues in Applied Sociology</b>	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.	
<b>SOCI 7500 Development in the Family System</b>	3-0-3
<b>Also offered as MFTH 7500.</b> 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.	
<b>SOCI 7800 Sociological Practice</b>	3-0-3
<b>Prerequisite: Successful completion of comprehensive examination for the M.S. degree in Sociology.</b> 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.	
<b>SOCI 8010 Sociology of Education</b>	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.	
<b>SOCI 9010 Sociological Analysis of Education</b>	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.	
<b>SOCI 9070 Culture of Formal Work Organizations</b>	3-0-3
<b>Also offered as PADM 9070.</b> 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**

<b>SOWK 6000 Orientation to Advanced Generalist Practice</b>	2-0-2
<b>Prerequisite: Admission to the program with advanced standing status.</b> 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.	
<b>SOWK 6004 Social Work Practice with Groups</b>	2-0-2
<b>Prerequisite: Admission to the program.</b> Introduction to knowledge, skills, and values that underlie contemporary social work practice with various types of groups and group dynamics.	
<b>SOWK 6100 Introduction to Professional Social Work Education</b>	1-0-1
<b>Prerequisite: Admission to the program.</b> Orientation to graduate social work education.	
<b>SOWK 6201 Human Behavior in the Social Environment I</b>	3-0-3
<b>Prerequisite: Admission to the program.</b> Presents a multi-theory perspective on human behavior of individuals and families across the life span within the context of the social environment.	
<b>SOWK 6202 Human Behavior in the Social Environment II</b>	3-0-3
<b>Prerequisite: SOWK 6201 and admission to the program.</b> Presents a multi-theory perspective on human behavior of groups, organizations and communities within the context of the social environment.	
<b>SOWK 6301 Generalist Practice I: Individuals and Families</b>	3-0-3
<b>Prerequisite: Admission to the program. Corequisite: SOWK 6303.</b> An introduction to the planned intervention process used in general practice with individuals and families within the ecological systems framework.	

<b>SOWK 6302 Generalist Practice II: Organizations and Communities</b>	3-0-3
<b>Prerequisite:</b> SOWK 6301 and admission to the program. The second course in the foundation practice sequence which presents knowledge of the problemsolving approach with work groups, organizations and communities within the Ecological Systems Framework.	
<b>SOWK 6303 Practice Skills Lab</b>	0-2-1
<b>Prerequisite:</b> Admission to the program. <b>Corequisite:</b> SOWK 6301. Laboratory for practice of social work interviewing skills.	
<b>SOWK 6400 Social Welfare Policy, Problems, and Services</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>SOWK 6500 Research and Evaluation Methods in Social Work</b>	3-0-3
<b>Prerequisite:</b> 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.	
<b>SOWK 6600 Practicum I</b>	0-6-3
<b>Prerequisite:</b> Admission to the program. <b>Corequisite:</b> SOWK 6610. First semester of supervised practice for the integration of classroom learning in field settings.	
<b>SOWK 6610 Practicum Seminar I</b>	0-1-1
<b>Prerequisite:</b> Admission to the program. <b>Corequisite:</b> SOWK 6600. Seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.	
<b>SOWK 6700 Practicum II</b>	0-6-3
<b>Prerequisites:</b> SOWK 6600, SOWK 6610, and admission to the program. <b>Corequisite:</b> SOWK 6710. Second semester of supervised practice for the integration of classroom learning in field settings.	
<b>SOWK 6710 Practicum Seminar II</b>	0-1-1
<b>Prerequisites:</b> SOWK 6600, SOWK 6610, and admission to the program. <b>Corequisite:</b> SOWK 6700. Second semester of seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.	
<b>SOWK 7000 Independent Study in Social Work</b>	3-0-3
<b>Prerequisite:</b> Must have permission of Division Head. Independent study in social work.	
<b>SOWK 7300 Advanced Practice with Individuals in Changing Communities</b>	3-0-3
<b>Prerequisite:</b> Admission to the program. Practice models compatible with the ecological systems perspectives and with skills for working with individuals.	
<b>SOWK 7310 Time-limited Approaches to Multi-level Social Work Practice</b>	3-0-3
<b>Prerequisite:</b> Admission to the program. Advanced seminar applying theories compatible with the ecological systems perspective in relation to multi-level work with families at different levels of functioning and of diverse forms.	
<b>SOWK 7320 Advanced Practice with Organizations and Communities</b>	3-0-3
<b>Prerequisite:</b> Admission to the program. Advanced seminar on applications of service management and planning principles and skills essential for social work planners, administrators, supervisors, and program developers.	
<b>SOWK 7400 Advanced Social Welfare Policy and Practice</b>	3-0-3
<b>Prerequisites:</b> SOWK 6400 and admission to the program. A continuation of SOWK 6400; an analysis of legislative and judicial contributions to the creation, development, and interpretation of social welfare policies and practices.	

- SOWK 7500 Advanced Research and Program Evaluation** 3-0-3  
**Prerequisite: Admission to the program.** The integration of research and advanced generalist social work through analysis and evaluation of programs and program components. Emphasis is on program evaluation as a form of direct practice. Both qualitative and quantitative methods of evaluation are emphasized.
- SOWK 7611 Advanced Social Work Practicum I** 0-8-4  
**Prerequisite: Admission to the program and completion of all foundation coursework.** The first of two concentration practica designed to prepare students for advanced generalist social work practice.
- 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.
- SOWK 7630 Professional Seminar** 2-0-2  
**Prerequisite: Admission to the program.** A seminar to facilitate and structure students' transition from graduate school to postgraduation social work practice.
- SOWK 7700 Social Work with Older Adults** 3-0-3  
**Prerequisites: SOWK 6301, 6302, 6303; or permission of the director.** Study of aging and an overview of gerontological social work within the context of culture and values. The course emphasizes changes, needs, assessment, and interventions to meet the needs of older adults and their families.
- SOWK 7770 Trauma Informed Child Welfare Practice** 2-0-2  
**Prerequisite: Completion of first year in MSW Program or permission of the director.** Introduction to core concepts informing evidence-based assessment and interventions for traumatized children and adolescents involved in the child welfare system.
- SOWK 7800 Social Work Practice in Health Settings** 2-0-2  
**Prerequisites: SOWK 6301, 6302, 6303; or permission of the director.** Prepares students for advanced practice across a variety of traditional and emerging inpatient and outpatient health care delivery systems.
- SOWK 7810 Psychopathology and Assessment for NonMedical Helpers** 3-0-3  
**Prerequisites: SOWK 6301, 6302, 6303; or permission of the director.** Includes information on theories within the biopsychosocial paradigm or on causality of disorders/conditions and the use of the DSMIV.
- SOWK 7820 Issues in Substance Abuse** 3-0-3  
**Prerequisites: SOWK 6301, 6302, 6303; or permission of the director.** . 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 biopsychosocial approaches.
- SOWK 7840 Seminar on Loss and Bereavement** 3-0-3  
**Prerequisites: SOWK 6301, 6302, 6303; 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  
**Prerequisites: SOWK 6301, 6302, 6303; or permission of the director.** Issues and laws related to social work practice in the school.
- SOWK 7860 Grant Writing in Human Services** 3-0-3  
**Prerequisites: SOWK 6301, 6302, 6303; or permission of the director.** Knowledge, skills, and process of human services grant writing.
- SOWK 7870 Social Work Practice with Abusing and Neglecting Families** 3-0-3  
**Prerequisites: SOWK 6301, 6302, 6303; or permission of the director.** 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 7890 Spirituality in Social Work Practice** 3-0-3

**Prerequisites:** SOWK 6301, 6302, 6303; or permission of the director. 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 labeled 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, Villarrutia, Marqués, Gambaro, Berman, and Pedrero. Some study of the genre of theater and dramatic movements, such as Theater of the Absurd, will also be included.

**SPAN 6220 Hispanic Women Writers** 3-0-3

Exploration of the way in which Hispanic women writers have created voices and identities through a variety of textual strategies. A study of the development of feminist discourse through these works will also be covered. Readings may include works from Sor Juana Inés de la Cruz, Isabel Allende, Julia de Burgos, Luisa Valenzuela, Angeles Maestretta, Rosario Castellanos, Mercé Rodoreda, Ester Tusquets, Santa Teresa de Avila, Ana María Matute, Carmen Martín Gaité, and Rosa Montero.

**SPAN 6250 Twentieth-Century Spanish Literature** 3-0-3

Study of the genres, movements and writers most representative of the literature of Spain during the twentieth century. The course begins with the writers of the Generation of '98, continues with selected works in fiction, drama, and poetry of the years prior to and immediately following the Civil War, and concludes with examples of the literature of Spain in the last decades of the twentieth-century.

**SPAN 6260 Latin American Prose: Twentieth-Century Novel** 3-0-3

Study of selected Latin American novels which reflect the major trends in the development of the genre during the twentieth century.

**SPAN 6270 Latin American Prose: Twentieth-Century Short Story** 3-0-3

Study of selected Latin American short stories which reflect the major trends in the development of the genre during the twentieth century.

**SPAN 6300 Hispanic Caribbean Literature** 3-0-3

Study of the identity of the Hispanic Caribbean, drawing from literary texts of Puerto Rico, the Dominican Republic, and Cuba, in order to develop a greater understanding of the history, economics, sociology, culture, and literature of the region.

**SPAN 6400 Chicano and U.S. Latino Writers** 3-0-3

Study of selected works written by Chicano and U.S. Latino authors that are representative of the bicultural/bilingual culture for which they speak. Emphasis is placed on literary and cultural studies with some study and application of literary criticism.

<b>SPAN 6900 Special Topics</b>	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.	
<b>SPAN 6950 Directed Study</b>	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.	
<b>SPAN 6970 Study Abroad Practicum</b>	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.	
<b>SPAN 7011 Don Quijote, Part I</b>	3-0-3
Study of the first volume, published in 1605, of Miguel de Cervantes' Don Quijote.	
<b>SPAN 7050 Generation of 1898</b>	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.	
<b>SPAN 7100 Poetry and Theater of Federico García Lorca</b>	3-0-3
Study of the major works of Federico García Lorca.	
<b>SPAN 7200 Novels of Gabriel García Márquez</b>	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.	
<b>SPAN 7300 Short Stories and Poetry of Jorge Luis Borges</b>	3-0-3
Study of representative works from the short stories and poetry of Jorge Luis Borges.	

## **SPEC: SPECIAL EDUCATION**

<b>SPEC 5000 Individualized/Independent Study</b>	1-0-1 to 3-0-3
Study directed by faculty designed to meet identified, individual needs of students.	
<b>SPEC 5030 Single Subject Research in Special Education (Responsive Teaching)</b>	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.	
<b>SPEC 5090 Community-based Instruction</b>	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.	

<b>SPEC 5100 Nonaversive Behavior Management</b>	<b>3-0-3</b>
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.	
<b>SPEC 5140 Collaborative Roles in Education</b>	<b>3-0-3</b>
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.	
<b>SPEC 5150 Introduction to Early Childhood Special Education</b>	<b>2-2-3</b>
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.	
<b>SPEC 5190 Physical and Health Management of Students with Disabilities</b>	<b>3-0-3</b>
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.	
<b>SPEC 5200 Practicum in Mental Retardation</b>	<b>3-0-3</b>
<b>Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of “B” or better in SPEC 5030, 5100, and 5120.</b> A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.	
<b>SPEC 5210 Practicum in Mild Disabilities</b>	<b>3-0-3</b>
<b>Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of “B” or better in SPEC 5120, 5140, 7610, and 7630.</b> A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.	
<b>SPEC 5230 Field Experience Lab</b>	<b>0-2-1</b>
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.	
<b>SPEC 5500 Characteristics of Students with Low Incidence Disabilities</b>	<b>3-0-3</b>
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.	
<b>SPEC 5510 Curriculum Design for Students with Low Incidence Disabilities</b>	<b>3-0-3</b>
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.	
<b>SPEC 5520 Assessment of Students with Low Incidence Disabilities</b>	<b>3 hours credit</b>
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.	

<b>SPEC 5530 Systematic Instruction for Students with Low Incidence Disabilities</b>	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.	
<b>SPEC 5540 Positive Behavior Support</b>	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.	
<b>SPEC 5550 Communication Strategies for Students with Low Incidence Disabilities</b>	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.	
<b>SPEC 6000 Integration and Management of Instruction in the Classroom</b>	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.	
<b>SPEC 6010 Integrated Instruction: Individualized Education Program</b>	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.	
<b>SPEC 6020 Integrated Instruction: Assessment and Learning</b>	3-0-3
Formal assessment, processes, and classroom assessments techniques unique to evaluating the developmental level and potential achievement of children with exceptionalities. Emphasis is on the use of these tools in planning and selecting curricular programs and activities.	
<b>SPEC 6030 Integrated Instruction: Evidence-based Methods and Strategies</b>	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.	
<b>SPEC 6040 Technological Support Planning for Children and Youth with Disabilities</b>	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.	
<b>SPEC 6100 Reading and Applying Research in Special Education</b>	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.	
<b>SPEC 6110 Professional Capstone Course</b>	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.	
<b>SPEC 7610 Assessment of Children</b>	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 Leadership in Special Education Programs** 3-0-3

A review and in-depth study of legal issues which govern programs for children and youth with disabilities.

**SPEC 8040 Using Technology for Professional Development in Special Education** 3-0-3

The application and implementation of advanced technology applications, hardware, software, and the Internet, for professional training and staff development 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

Creation of portfolio demonstrating candidates' knowledge, skills, and dispositions for the Dewar College of Education Conceptual Framework Standards.

**SPEC 8999 Thesis** 1-3 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 6070 Entrepreneurship-New Venture Analysis** **3 hours credit**

This course is designed for students who intend to undertake an entrepreneurial career by creating and pursuing opportunities which lead to the ownership and/or control of a venture. Topics include identifying a business opportunity, developing the business plan, acquiring control over resources, managing the resources, and planning and executing the harvest.

**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.

# FINANCIAL INFORMATION AND BUSINESS REGULATIONS

*Ms. Sue E. Mitchell Fuciarelli, 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/administration/finance-admin/financial-services/students/services/tuition-and-fee-schedules.php>.

All new students who attend orientation programs will be charged \$40 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, parking facility fee, and health facility fee.

All students are charged the following mandatory fees each semester regardless of campus or registered credit hours: technology fee, access card fee, and a Board of Regents Institutional 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. However, health, health facility, student activity, athletic, transportation, parking facility, and access card fees 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 Registration Fee: Failure to register by end of regular registration .....	\$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
Post Office Box per semester .....	\$10
Key Replacement Charge .....	\$50



Music Lessons, including use of instrument for practice, per term:	
private lessons .....	\$50
group lessons .....	\$35
Art Studio Materials fee .....	\$30
Science Laboratory fee (per laboratory) .....	\$30
e-Core fee (per credit hour) .....	\$189
e-Tuition (per credit hour), graduate .....	\$263
GOML rate per credit hour .....	\$385
MPA and MLIS Online Tech fee .....	\$48
Student Teaching fee .....	\$100
MSW Field Ed Fee .....	\$60
Nursing MS professional program	
in-state rate per credit hour .....	\$297
out-of-state rate per credit hour .....	\$1,074
MSW professional program	
in-state rate per credit hour .....	\$238
out-of-state rate per credit hour .....	\$858
WebMBA classes, per credit hour .....	\$700
ESOL Endorsement Distance Ed Fee .....	\$30
KPE Fitness Center Fee .....	\$.5
Mandatory Insurance, Annual (Nursing Majors, Graduate Assistants, International Students) ...	\$1,161
Electronic transmission (FAX) of unofficial transcripts or certification forms/letters, per copy (Official transcripts cannot be FAXed.) .....	\$10
Transcript Fees, 1-5 copies .....	
6th and subsequent copies (each) .....	\$2
Priority Fee for Certification Forms/Letters/Transcripts, per copy .....	\$.5
Graduation Fee: Bachelor's or Graduate Degree .....	
(Students who apply for graduation and who do not meet degree requirements must pay appropriate graduation fees again upon re-application.)	\$25
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 are 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.

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, ACH direct payment (online webcheck), money order, traveler's check, online credit card (MasterCard, Discover, or American Express), university short-term loans (separate qualifications required), completed and fully authorized financial aid

(meaning all promissory notes have been signed for loans). Credit card payments are accepted only online through the Banner student information system.

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 <http://www.valdosta.edu/finadmin/financial/feeschedules.shtml>.

## 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/administration/finance-admin/financial-services/students/services/tuition-and-fee-schedules.php>

Refund policies: <http://www.valdosta.edu/administration/finance-admin/financial-services/students/services/refunds-and-withdrawals.php>

## THE 62+ PROGRAM FOR GEORGIANS 62 AND OLDER

Georgians 62 years of age and older are eligible to resume, continue, or even begin their college education without paying most of the normal fees or tuition. The program, as directed by Amendment 23 to the Georgia Constitution and approved by the Board of Regents, is designed to allow eligible applicants to register for college-level courses for credit or audit (same requirements as for credit), on a “space available” basis subject to the following requirements:

- Must apply, meet all applicable admission requirements for program of study, and be accepted;
- Must be 62 years of age or older at the time of registration (proof of age is required);
- Must be classified as a Georgia resident in accordance with the Regents’ Requirements for Resident Status.

To receive the waiver of tuition and fees, applicants eligible for this program are required to register during late registration on a space available basis.

For undergraduate application information and deadlines, contact the Admissions Office located at 1413 N. Patterson Street. Graduate application information and deadlines are available at The Graduate School, 1500 North Patterson Street, Valdosta, GA 31698.

## 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 preceding 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 student. 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.

## **VERIFICATION OF LAWFUL PRESENCE**

The Board of Regents of the University System of Georgia (USG) has recently instituted new policies that affect all applicants who seek in-state tuition at USG institutions. According to USG policy, individuals who apply for Fall 2011 and beyond must submit documentation of US citizenship or permanent residency before being considered for in-state tuition.

The following documents serve as proof of lawful presence in the United States. One of the following is required before you are eligible for in-state tuition:

- Your completed FAFSA for the current or next financial aid year. Lawful presence can be determined through this process.
- A certified US birth certificate showing the applicant was born in the US or a US territory. Photocopies are not acceptable.
- Copy of a current US passport.
- Copy of a current driver's license issued by the state of Georgia after January 1, 2008.
- Copy of a US certificate of naturalization or a US certificate of citizenship.
- A US certificate of birth abroad issued by the Department of State or a consular report of birth abroad.

**Please note:** Any applicant whose status cannot be verified is not eligible for in-state tuition regardless of how long he or she has lived in Georgia.

## **CHECK CASHING SERVICE**

All checks and money orders must be payable through a US bank. To accommodate students, the University Bursary will cash one personal check per day, per student, for \$50.00 or less. 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 check returned for 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 its 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 and returned checks (NSF) that are past due 180 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 <http://www.valdosta.edu/administration/finance-admin/financial-services/students/services/how-to-pay-fees.php>.
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

*Mr. Scott Doner, Director*

*Level 2, Oak Street Parking Deck*

The Department of Public Safety is responsible for the protection of life and property for the Valdosta State University community. The department is located on the second level of the Oak Street Parking Deck and is open 24 hours a day. The emergency telephone number is 229-259-5555. For information, call 229-333-7816. For additional information about Public Safety:

**<http://www.valdosta.edu/administration/finance-admin/police>.**

## **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 on the second level of the Oak Street Parking Deck and on the Internet: **<http://www.valdosta.edu/dps>**.



# STUDENT AFFAIRS AND SERVICES

*Mr. Russell F. Mast, Vice President for Student Affairs and Dean of Students  
Room 3106 Student Union*

The Division of Student Affairs is charged with responsibility for student life outside the classroom and includes the following departmental areas: Cooperative Education, Counseling Center, Alcohol and Other Drug Education, Student Conduct, Financial Aid, Housing and Residence Life, Health Promotions, Access Office, Orientation and Student Leadership, Career Opportunities, Student Life (Student Union, Greek Life, Homecoming, Parents' Weekend, Volunteer Services, and Student Organizations), Campus Recreation (Student Recreation Center, Ropes Challenge Course, IM Fields, and Outdoor Rental Center), Testing, Parent Programs, and Student Publications. It is the division's philosophy that students' non-academic experiences are important to both their formal education and personal development. The Vice President for Student Affairs coordinates the activities within the Division of Student Affairs. The Vice President's office is available to serve the needs of students as well as parents, alumni, and faculty and staff with student concerns. The Vice President for Student Affairs Office can be reached at 229-333-5941 and is located on the third floor of the Student Union. Valdosta State University is committed to the idea that total education involves more than academic pursuit. More information is available at [www.valdosta.edu/administration/student-affairs](http://www.valdosta.edu/administration/student-affairs).

## STUDENT LIFE

The Office of Student Life is located on the 3rd floor of the Student Union. Student Life offers opportunities to enhance our students' collegiate experience with co-curricular activities that include Greek Life, Campus Activities Board, Volunteer Services, and over 175 various clubs and organizations. This office is also responsible for annual events such as Parents Weekend, Homecoming, Fall Explosion, and the Happening. Student involvement on campus can enhance students' academic and personal development. For more information on what is going on around campus and how to join or create a new organization, please visit Campus Connect and log-in with your Blazeview password or visit the Office of Student Life.

## VOLUNTEER SERVICES

The Office of Volunteer Services provides numerous volunteer opportunities. The primary mission of the Volunteer Services program is to foster an active culture at Valdosta State University by promoting and facilitating opportunities for building partnerships between VSU and the community through service, while encouraging a sense of civic responsibility among students through critical engagement and participation in the Valdosta community.

## CLUBS AND ORGANIZATIONS

There is a diversity of clubs and student organizations at the University, including 10 national sororities, 13 national fraternities, various service organizations, honor societies, and department clubs. All students are members of the Student Government Association (SGA). The purpose of this organization is to work for the best interests of the students; cooperate with the VSU administration, faculty, and staff in all matters of common interest to the University; and provide a means of communication between the students and all areas of their university. Representatives are elected in annual campus elections and meet weekly.

## CAMPUS MINISTRY ORGANIZATIONS

The following registered campus organizations form the core of VSU's campus ministry community: Baptist Collegiate Ministries, Campus Outreach, Episcopal Campus Ministries, Catholic Student Center, Christian Student Center, Fellowship of Christian Athletes, Hillel, Latter Day Saint

Student Association, Presbyterian Student Center, VSU Blazer Victory Ministry, VSU Mass Choir, Wesley Foundation (Methodist), and Xchange Ministries.

## **STUDENT PUBLICATIONS**

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

## **CAMPUS RECREATION**

The Department of Campus Recreation offers a variety of services, such as: aquatics, intramural sports, club sports, informal recreational outdoor programs, fitness consulting, and group fitness classes. All are based in the Student Recreation Center (SRC), located at 1300 Sustella Avenue. These activities are open to all students who register for four or more academic hours or who have a least one hour and have paid the student fees. The SRC is a state-of-the-art facility that includes three multipurpose basketball courts, an indoor jogging and walking track, a 9,000-square-foot weight room featuring free weights and cardiovascular equipment, an indoor pool, three racquetball courts, a large multipurpose aerobics room, and a 27-foot custom-built climbing wall.

The Intramural Sports program is designed to provide all students, faculty, and staff the opportunity to participate in organized recreational competitions. Structured leagues and tournaments are offered in a diverse array of sporting activities, such as flag football, softball, basketball, soccer, volleyball, tennis, racquetball, and ultimate frisbee. The Intramural Sports program offers over 40 different activities during the academic year.

Constantly growing to meet the needs of a diverse campus population, the Club Sports Program is designed to promote and develop the interests and skills of individuals in different sports and recreational activities. VSU currently has men's and women's soccer, ultimate frisbee, outdoor adventure, paintball, tennis, and triathlon club teams. Several other clubs will be organized in the near future. If there is any activity that we don't offer and you have an interest in starting, please come by and let's work on it.

The mission of Outdoor Programs is to provide access to outdoor activities that will foster the development of friendships in the campus community, to educate, and to promote outdoor recreation. There are four different areas in Outdoor Programs: ropes course, climbing wall, outdoor trips, and outdoor rental center. Outdoor programs provides a venue for VSU groups to work on their team development skills. It also offers another way for students to experience the outdoors while still being on campus. The 27-foot climbing wall is located inside the student recreation center and makes you feel as if you were climbing a real mountain. We offer belay certification and beginning and advanced climbing classes. The Outdoor Trip Program, working in partnership with the Outdoor Adventure Club, travels to places close to VSU. Trips have included rock climbing, white-water rafting, canoeing, mountain biking, Nordic skiing, bouldering, back packing, and skydiving. The Outdoor Rental Center provides students with outdoor equipment for personal use.

The mission of the Department of Campus Recreation is to provide students, faculty, and staff the opportunity to enjoy lifelong activities while enhancing their well-being by promoting fitness and wellness as a positive outlet to relieve stress. For more information, see [www.valdosta.edu/student/rec-wellness/campus-recreation/welcome.php](http://www.valdosta.edu/student/rec-wellness/campus-recreation/welcome.php) or call 229-333-5898.

## **ACCESS OFFICE**

The mission of the Access Office is to create an accessible, inclusive, sustainable learning environment, where disability is recognized as an aspect of diversity that is integral to the campus community and to society. Our primary objective is to provide equal access to campus programs and activities for all students while upholding the academic standards of Valdosta State University. The Access Office is responsible for coordination of accommodations when necessary to remove barriers

in the environment. Some examples of services available to eliminate barriers include classroom and testing accommodations, materials in alternate formats, and access to adaptive technology. The Access Office is located in Farber Hall. For more information, call 229-245-2498 (V), 229-375-5871 (VP), 229-219-1348 (TTY), e-mail [access@valdosta.edu](mailto:access@valdosta.edu), or visit the website at [www.valdosta.edu/student/disability/welcome.php](http://www.valdosta.edu/student/disability/welcome.php).

## **CAREER OPPORTUNITIES**

Valdosta State University understands the needs that university students have in determining their career goals. Career Opportunities offers a variety of programs to assist VSU students in choosing their majors, identifying career objectives, obtaining practical work experience, and seeking relevant employment upon graduation.

Individual career counseling is available for students who wish to explore how their abilities, values, and interests match particular career fields. Seminars on career-related topics are also offered each semester. Students may utilize the varied resources in the office including printed career materials, occupational videos, and computer-assisted career exploration programs.

Full and part-time job listings are also posted. On-campus interviews are scheduled with employers interested in interviewing students/alumni for professional employment. Upcoming graduates are encouraged to register with the office two semesters before graduation so the office can best assist them in their job search.

For more information about our services or to schedule an appointment, students may call or drop by in person. The Office of Career Opportunities, Powell Hall-West, 2nd floor; telephone 229-333-5942; [www.valdosta.edu/career](http://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- or two-semester internship. Opportunities exist to earn academic credit as part of the co-op program. Interested students are encouraged to apply as early as possible in their university career to enhance the prospects of placement in the best possible position. The Co-op Office is located in Powell Hall-West, 1st floor; telephone 229-333-7172; <http://valdosta.edu/academic/services/cooperative-education/welcome.php>.

## **COUNSELING CENTER**

The Counseling Center provides a broad range of mental health services to the university community aimed at maximizing the personal growth and development of its members. These services are free of charge.

Individual counseling is available for students who wish to discuss and explore their thoughts, feelings, behaviors, and lifestyles. In addition, group counseling provides an opportunity for students to grow in their communication, social, and interpersonal skills with others who have similar goals and interests. Counselors are available to conduct workshops or make presentations on specific topics for classes, residence halls, campus organizations, fraternities and sororities, or other student groups. The Center also provides consultation to students, staff, and faculty regarding issues of human functioning and development.

The Counseling Center is accredited by the International Association of Counseling Services, Inc. It is located in Powell Hall-East, 2nd floor. 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 pro-active approach in addressing the issue of substance use/abuse among 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 individual awareness via “Alcohol 101 Plus,” “Training for Intervention Procedures” (TIPS) and “Prime for Life: On Campus Talking about Alcohol.” Feedback regarding one’s personal use of alcohol is available through “Alcohol Check-UpToGo” and may be accessed through the AOD web-site. 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 free to students. We are located in Powell Hall-East, 1st floor, and may be contacted by phone at (229) 259-5111 or e-mail at [mfwillia@valdosta.edu](mailto:mfwillia@valdosta.edu). Our web site is [www.valdosta.edu/student/student-services/counseling-center/aode/welcome.php](http://www.valdosta.edu/student/student-services/counseling-center/aode/welcome.php).

## **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 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, PearsonVUE, ATI Nursing, the State of Georgia, and the University System of Georgia, as well as for other education, government, and corporate agencies. 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.

Tests available to entering students are the SAT, ACT, and COMPASS Placement Exam. Tests for undergraduates include CLEP, eCore, Independent Study, GACE, PRAXIS, DSST, the TEAS for Nursing majors, and the Major Field Test for Biology majors. Tests required for graduate admissions include the MAT, GMAT, LSAT, and GRE Subject Tests. Credentialing exams are also administered through PearsonVUE and the Educational Interpreter Performance Assessment (EIPA). The Test of English as a Foreign Language (TOEFL) is administered on a national and institutional basis.

The Office of Testing is located in Powell Hall-East, Room 1131. You may contact us by telephone at 229-245-3878 or online at [www.valdosta.edu/testing](http://www.valdosta.edu/testing).

## **VETERANS AFFAIRS**

The Veterans Affairs Office is part of the Office of 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.

## **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.

## **HOUSING AND RESIDENCE LIFE**

The mission of the Office of Housing and Residence Life is to provide affordable quality housing in a safe and secure environment. Our caring and competent staff members are committed to serving students by creating a holistic living and learning community that fosters education, diversity, civic engagement, recreation, and personal growth through programming and leadership opportunities.

Valdosta State University houses approximately 2,850 students on campus in five traditional residence halls, two suite-style halls, and two apartment communities. Traditional residence halls offer double-occupancy rooms and community bathrooms opening onto conventional hallways. Brown, Langdale, Lowndes, Patterson, and Reade are the traditional residence halls. The new Georgia Hall and Hopper Hall are suite-style facilities that offer both private and semi-private rooms. Converse Hall, an apartment-style facility, offers efficiency units with a bathroom and a kitchenette or one-bedroom (2-person) units with a bathroom and a full kitchen. Centennial Hall, an apartment-style facility that opened in 2005, features individual bedrooms, a kitchen shared by no more than four residents, one to two bathrooms, and a dining/living room area.

National research shows that freshmen who live in the residence halls tend to experience greater academic and personal success during their college career. Our experience at Valdosta State University has been consistent with these findings. For this reason, VSU has a program for all incoming freshmen to live in the residence halls. After their first year, students may choose to live in Centennial Hall, Converse Hall, or Hopper Hall, if space is available. Our Housing staff strives to pair students together, according to their preferences marked on the housing applications.

Students also have the option of rooming with a friend who will also be attending VSU. All students have to do is to mutually request each other by placing their requested roommate's VSU email address on their housing application. The Housing office does its best to accommodate all requests.

Where you choose to live during your college years is paramount in defining your college experience. Housing and Residence Life provides a distinctive and dynamic living and learning environment. Campus living is convenient, with all residence halls being just a short walk from classes, labs, the library, entertainment, and dining. But living on campus is about so much more than just proximity. It is about lifelong friendships, opportunities for involvement and employment, 24-hour staff support, and leadership development. We encourage you to explore all the benefits of campus living.

### **The Role of the Residence Hall Staff**

The Complex Director, Residence Hall Director, and Resident Assistants in your residence hall have been chosen for their ability to facilitate learning and growth. Their primary duties are to encourage and stimulate meaningful activity; to assist residents in working out the problems that occur in group living; to provide information about campus services, activities, and residence hall and university procedures; to perform certain managerial tasks such as check-in, check-out, and property inventory; and to serve as an interested person when someone wishes to discuss matters of personal concern. The Complex Director or Residence Hall Director supervises the Resident Assistants and oversees the activities within the residence hall. This staff member is present to assist you with your needs in the residence hall.

## **Housing Accommodations for Students with Disabilities**

Specially equipped facilities for students with disabilities are available. Students requesting modified housing because of a disability must register with the Access Office for Students with Disabilities in Farber Hall, telephone 229-245-2498. The Access Office will notify Housing and Residence Life of any reasonable accommodations required to meet a resident's housing needs.

## **Residence Hall or Apartment Contract**

The application and contract contain items and conditions of occupancy for which you are legally responsible. Please see those documents for further details. Students are given a key to their room. There is a \$50 replacement charge for a lost key. The university recommends that all students keep their rooms locked. Residence halls are locked 24 hours a day, and guests must be admitted by the resident they are visiting.

Housing applications cannot be made until a student has been formally accepted by Valdosta State University. An application fee is required of all students at the time they apply for campus housing. All students are also required to pay a deposit of \$300 by the deadlines established in the Housing Contract to reserve a room in the residence halls. The housing contract outlines conditions under which refunds may be made. All students applying for campus housing will be required to contract for housing for the academic year.

Apartments are available on a limited basis to students who meet the specific requirements. Two- and four-bedroom apartments are available. All utilities are provided. Valdosta State University maintains a list of available off-campus housing in the Office of Housing and Residence Life, located in Hopper Hall; telephone 229-333-5920. For additional information on Housing and Residence Life at Valdosta State, see the web page at <http://housing.valdosta.edu>.

## **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.

## **Building Security**

The residence halls are locked 24 hours a day, beginning the first day of class each semester. You may gain admission to your residence hall by using your VSU identification card. For your own protection, nonresidents are not allowed in the halls unless they are guests of residents or are on official business. Students should be aware of this non-trespass policy and should assist the residence hall staff in maintaining the privacy and security of the halls. In order for guests to contact residents, they may call residents from the courtesy phones located outside each residence hall.

The University can assume no responsibility for missing or stolen articles. Parents' insurance policies may cover resident belongings while students are at college. Check with your insurance provider for more information. Students should leave family heirlooms and valuables at home and keep their room locked when they are not present.

The Office of Housing and Residence Life is located on the first floor of Hopper Hall; telephone 229-333-5920. For more information on Housing and Residence Life, please visit the website at <http://housing.valdosta.edu> or via email at [housing@valdosta.edu](mailto:housing@valdosta.edu).

## 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 third floor of the Student Union in the Office of the Vice President for Student Affairs and Dean of Students. SCO assists students, staff, and faculty in the determination of the appropriate response 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/>.

## 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, 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.

## **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 the institutional structures through which it operates.

In recent years, a new and serious problem has appeared on many college and university campuses in the nation. Some students, faculty members, and others have on occasion engaged in demonstrations, sit-ins, and other activities that have clearly and deliberately interfered with the regular and orderly operation of the institution concerned. Typically, these actions have been the physical occupation of a building or campus area for a protracted period of time or the use or display of verbal or written obscenities involving indecent or disorderly conduct.

These actions have gone beyond all heretofore recognized bounds of meetings for discussion, persuasion, or even protest, in that: (1) acquiescence to demands of the demonstrators is the condition for dispersal, and (2) the reasonable and written directions of institutional officials to disperse have been ignored. Such activities thus have become clearly recognizable as an action of force, operating outside all established channels on the campus, including that of intellectual debate and persuasion which are at the very heart of education.

The Board reaffirms its belief that all segments of the academic community are under a strong obligation and have a mutual responsibility to protect the campus community from disorderly, disruptive, or obstructive actions which interfere with academic pursuits of teaching, learning, and other campus activities.

The Board of Regents understands that this policy is consistent with resolutions adopted by the American Association of University Professors in April, 1968, by the Association of American Colleges in January, 1968, and by the Executive Committee of the Association for Higher Education in March, 1968, condemning actions taken to disrupt the operations of institutions of higher education.

The Board of Regents is deeply concerned by this new problem. Under the Constitution of the State of Georgia, under all applicable court rulings, and in keeping with the tradition of higher education in the United States, the Board is ultimately responsible for the orderly operation of the several institutions of the University System and the preservation of academic freedom in these institutions. The Board cannot and will not divest itself of this responsibility. Of equal or greater importance, such action of force as has been described above destroys the very essence of higher education. This essence is found in the unhampered freedom to study, investigate, write, speak, and debate on any aspect or issue of life. This freedom, which reaches its full flowering on college and university campuses, is an essential part of American democracy, comparable to the jury system or the electoral process.

For these reasons and in order to respond directly and specifically to this new problem, the Board of Regents stipulates that any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary or public service activity, or any other activity authorized to be discharged or held on any campus of the University System of Georgia is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment.



## NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA) FOR POST-SECONDARY INSTITUTIONS DEALING WITH STUDENT EDUCATIONAL RECORDS

In accordance with the policy of the Board of Regents of the State of Georgia and under the provisions of The Family Educational Rights and Privacy Act of 1974 (FERPA), Valdosta State University maintains various educational records for each matriculating student. VSU affords students certain rights with respect to these educational records, and these rights include:

1. The right to inspect and review the student's educational records within 45 days of the day the University receives a request for access. Students should submit to the registrar, the dean of the appropriate college, the head of the appropriate academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. VSU's official contact person for such record requests is the Custodian of Official Records in the Office of the Vice President for Academic Affairs. There will be a nominal fee for the retrieval and reproduction of any record requests.
2. The right to request the amendment of the student's educational records that the student believes are inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the university decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

Directory information: Valdosta State University publishes student information in the form of directories, programs, etc. Students who desire that directory information not be released without consent should notify the Office of 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.

### **SOCIAL EQUITY OFFICE**

Students who feel they have been discriminated against on the basis of their sex, race, religion, color, national origin or handicap, should contact the Social Equity Office. 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 Social Equity Office, 1208 North Patterson Street. Telephone 229-333-5463.

# STUDENT RECORDS

*Mr. Stanley Jones, 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 secure and accessible, state-of-the-art computing and networking facilities to support the mission of instruction, research, and service and associated activities. The facilities include a 1,700 square foot, raised floor data center, constructed in 2008 with the support of the Division of Auxiliary Services, housing over 200 servers for high-performance computing, server clusters, and storage array networks with redundant 140kVA enterprise class uninterruptible power supplies, backup 300kVA electrical power generator, redundant cooling in four 15 ton air conditioning units, a redundant, high-speed campus network core connecting all buildings by gigabit fiber optic cabling and gigabit copper cabling to the desktop for the majority of buildings.

This infrastructure services 1,225 student computers in 61 computer labs, 2,275 faculty and staff desktop and notebook computers, and over 200 smart classrooms utilized in instruction, research, and administration. Internet service to the campus is provided by the University System of Georgia's PeachNet network, providing primary and secondary links with a total of 157mbps of bandwidth, 100mbps of which is dedicated to the public Internet and 50mbps dedicated to internal, PeachNet traffic, such as for Galileo and GIL library resources. Video Conferencing is supported by 5 mbps of prioritized, reserved bandwidth and three dedicated classrooms and several portable units. A separate PeachNet link at 110mbps provides dedicated bandwidth to users of the campus wireless network located in residence halls and academic areas.

A number of core services are supported by the systems server and network infrastructure. The student information system is comprised of the Banner Student Information and Financial Aid modules supporting admissions, registration, and financial aid functions. A recent component, Degree Works, has been added to better support advising and degree audit functions with self-service capabilities for students. The Live@VSTATE system hosted by Microsoft Windows Live@edu services provides email, calendars, document storage, and online office applications for all students, faculty, and staff. The university utilizes a University System of Georgia hosted version of Desire2Learn (D2L), known as BlazeVIEW, as its learning management system with online classroom resources available for every class. Wimba web conferencing services are integrated into the D2L system to provide real time audio, video, chat, and whiteboard conferencing for these classes. Additional services integrated into the D2L system include Turnitin plagiarism detection and Turning Technologies student response systems (i.e., clickers).

Finally, an updated and secured Apache web server system provides the public web site, utilizing the Adobe Contribute content management system to allow programs and departments to maintain updated information using a simple workflow for administrative approval and publishing without the need for technical support or specialized knowledge of web authoring.

Employee training for these resources is provided by the Division of Information Technology in coordination with the department Human Resources and Employee Development. Additional Vista and Wimba training is provided to faculty by the eLearning department utilizing the collaborative HUB teaching cooperative facilities located in the Odum Library. Since 2005, a special, proactive focus has been applied to information security and awareness with the application of dedicated resources and programs to eliminate the use of social security numbers where appropriate and scanning and monitoring of systems and network resources to discover vulnerabilities and correct them. Regular audits of information security and information technology operations ensure continued progress toward these goals.

## 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.

# FINANCIAL AID FOR GRADUATE STUDENTS

*Mr. Douglas Tanner, Director of Financial Aid  
University Center*

The purpose of the student aid program is to help make higher education a reality for persons who would be unable to attend without financial assistance. However, financial aid is awarded only to eligible students who have been admitted to the University. Transient students are not eligible for financial aid. The Free Application for Federal Student Aid (FAFSA) may be submitted at any time after the applicant has applied for admission.

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

This material was prepared in advance of the 2013-2014 academic year and is subject to changes in state or federal laws or regulations.

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 Rehabilitation Services.

## 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.

**Post-9/11 GI Bill.** The Post-9/11 GI Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill. The Post-9/11 GI Bill became effective for training on or after August 1, 2009. The amount of support that an individual may qualify for depends on where they live and what type of degree they are pursuing. Approved training under the Post-9/11 GI Bill includes graduate and undergraduate degrees, and vocational/technical training. All training programs must be offered by an institution of higher learning (IHL) and approved for GI Bill benefits. Additionally, tutorial assistance, and licensing and certification test reimbursement are approved under the Post-9/11 GI Bill. The Post-9/11 GI Bill will pay your tuition based upon the highest in-state tuition charged by an educational institution in the state where the educational institution is located. The Post-9/11 GI Bill also offers some service members the opportunity to transfer their GI Bill to dependents.

**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 VSU Office of Veterans Affairs.

## LOANS

**The Federal Direct Loan Program.** These loans allow 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 for graduate students: (1) Federal Direct Unsubsidized Stafford/Ford Loans (2) Federal Graduate PLUS Loans.

The Federal Direct Unsubsidized Stafford/Ford Loans are non-need-based, and the Federal Government does not subsidize or pay the interest on this loan while the student is in school or during the six-month grace period. 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.

The Federal Graduate (PLUS) Loan is an educational loan for graduate students enrolled at least half-time. Financial need is not an eligibility requirement, but an acceptable credit rating is required. Loan eligibility is based on the Cost of Attendance minus all other aid received.

A completed Free Application for Federal Student Aid is required for either loan.

**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, located in Langdale Hall or visit the Web site at [www.valdosta.edu/administration/finance-admin/human-resources/student-employment](http://www.valdosta.edu/administration/finance-admin/human-resources/student-employment).

**Other Employment.** The Job Location and Development Program, administered through the Office of Career Services, Langdale Hall West, 2nd Floor, assists students in obtaining part-time employment off-campus. Web site: [www.valdosta.edu/career/](http://www.valdosta.edu/career/).

## 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/financialaid](http://www.valdosta.edu/financialaid).

While most scholarships are limited to undergraduate students, graduate students are eligible to apply for the following VSU Scholarships:

**Gail Aberson Scholarship.** This endowed scholarship was created to honor the memory of Gail Aberson and 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.

**Elizabeth Darlene Sikes Scholarship.** This scholarship was established to recognize an outstanding graduate student in Communication Disorders.

**Louise S. Chastain Scholarship.** This fund was established by Mrs. Chastain for students pursuing a Masters in Social Work. Preference is given to residents of Thomas County, Georgia.

**Clare Philips Martin Scholarship.** This scholarship is available to a student currently enrolled at VSU who has completed no fewer than 60 semester hours at VSU with a GPA of 3.5 or higher. To qualify, a student must have demonstrated intellectual growth and leadership through involvement in clubs, organizations, projects, and work experience while in college. This award is presented during the University Honors Day program, during spring semester. The deadline for application is March 1. The application form is available at [www.valdosta.edu/finaid](http://www.valdosta.edu/finaid) from January 1 to March 1 each year.

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

## 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 dismissed from their program of study and will have their financial aid terminated. Financial aid applicants who were dismissed at the end of the last semester they attended are not eligible for financial aid.

**Qualitative Requirement:** Graduate students must maintain a cumulative grade point average of not less than 2.5 in order to be eligible for financial aid.

**Quantitative Requirement:** Graduate students must maintain a 67% completion pace in all courses attempted at VSU. The grades of "A," "B," "C," "D," and "S" count as the successful completion of a course. The grades of "F," "W," "WF," "I," "IP," "U," "NR," and "V" do not count as the successful completion of a course.

Graduate students must also complete their program of study before they have attempted more than 150% of the hours required for their program of study. This is the maximum time frame allowed by the U.S. Department of Education.

## MONITORING OF SATISFACTORY PROGRESS

Compliance with the qualitative and quantitative academic requirements will be checked at the end of each semester and at the time the student applies for financial aid. Students who are dismissed from their academic program will be immediately ineligible for aid. The 2.5 GPA and 67% completion pace requirements will be checked at the end of each semester. Students who are found to be in violation of the 2.5 GPA requirement and the 67% completion requirements will be placed on warning and will receive a warning letter notifying them that they have one semester to graduate or bring their GPA and

completion rate up to the required levels. Students who reach the maximum time frame or who not come into compliance with the 2.5 GPA and 67% completion pace requirements within one semester of being placed on warning will have their financial aid terminated.

The grade point average of students who apply during the academic year, the limitation on the total hours attempted, the 2.5 GPA requirement, and the 67% completion pace requirement will be checked at the end of the last semester attended.

## **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:

Students who lose eligibility for financial aid for failure to maintain the required 2.5 GPA or maintain the required 67% completion pace can apply for reinstatement of their financial aid once their GPA reaches 2.5 or higher and their completion pace increases to the required 67%.

## **APPEALS**

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

## **ACADEMIC RENEWAL**

The US Department of Education does not recognize academic amnesty or academic renewal in relation to financial aid satisfactory academic progress. VSU is required to include all courses and grades in evaluating a student's satisfactory academic progress. However, if there were special circumstances involved VSU may be able to approve an academic appeal and place a student on probation or an academic plan.

## **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

*Dr. Rob Kellner, Director*

*Oak Street Parking Deck, Level 2*

As a part of the Division 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 University Stores, Dining Services, ICard Services, Parking and Transportation, Key Shop, Telecommunications, Vending, Health Services, and Housing and Residence Life (financial management). Administrative offices are located in the Oak Street Parking Deck, on the second level. Telephone 229-333-5706; fax 229-333-7419.

For information about ICard Services, the Bookstore, Dining Services, Health Services, Parking and Transportation, or Housing and Residence Life, visit our web pages: <http://www.valdosta.edu/administration/finance-admin/auxiliary-services>.

Valdosta State University is 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 available on-line at <http://housing.valdosta.edu>. Once admitted, new students will receive a postcard invitation to apply for housing. 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 and a \$300 deposit when they submit their Housing Application and Contract.

The deposit is a one-time fee that will be refunded once the student fulfills the requirements set forth by the Housing contract or upon graduation from the University. The housing contract outlines conditions under which refunds may be made. Occupancy of a traditional-style or suite-style residence hall room is terminated at the end of each spring semester (9 months). Apartment contracts terminate at the end of summer term (12 months). Students currently enrolled should obtain an application for housing at the annual Room Selection Process held in March.

Please read the contract carefully, as 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 online at <http://housing.valdosta.edu>.

## RESIDENCE HALL FEES

All fees are tentative and subject to change according to Board of Regents policy. All rates are quoted with the Housing Activity Fee (\$20) and Post Office Box Fee (\$10) included.

Traditional residence halls offer double-occupancy rooms opening onto conventional hallways with community bathrooms. The rate of \$1,940 per semester, projected for the 2013-2014 year, is in effect for Langdale, Brown, Lowndes, Reade, and Patterson Halls. This rate is based on dual occupancy.

Suite-style facilities offer both private and semi-private rooms with a bathroom inside each unit. Georgia Hall and Hopper Hall are the suite accommodations, with Georgia used for freshmen and Hopper used for upperclassmen. The private rate for both buildings is projected at \$2,430 and the semi-private rate is projected at \$2,180.

## APARTMENTS

Converse Hall and Centennial Hall apartments are available to upperclassmen. Converse Hall offers efficiency units with a bathroom and a kitchenette and one-bedroom (2-person) units with a bathroom and a full kitchen. Centennial Hall, an apartment-style facility, opened in 2005, features individual bedrooms, a kitchen shared by no more than four residents, one or two bathrooms, and a dining/living room area.

Converse efficiency (projected rate)	<b>\$2,375</b>
Converse one-bedroom (per person) (projected rate)	<b>\$2,030</b>
Centennial two-bedroom (per person) (projected rate)	<b>\$2,545</b>
Centennial four-bedroom (per person) (projected rate)	<b>\$2,410</b>

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 policies of the Board of Regents. The University reserves the right to close any of its residence halls in any given semester or to reassign students to rooms at any time.

## DINING SERVICES

Valdosta State University and Dining Services firmly believe that today's hard-working student should be rewarded with a dining service that makes eating on campus palate-pleasing, healthy, and entertaining. With 12 different dining locations in 8 different buildings and 2 on-campus convenience stores, there's always a place to grab a bite to eat no matter where you are on campus. A VSU meal plan gives you the freedom to make your own dining decisions, with several plans to choose from, depending on your specific eating habits and lifestyle.

## RESIDENT MEAL PLANS

The following meal plans for 2013-2014 are \$1,832 per semester (projected rate). 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.

<b>Blazer Plus:</b>	Unlimited meals at Palms or Hopper + \$125 Blazer Bucks
	14 Meals per week at Palms or Hopper + \$225 Blazer Bucks
	10 Meals per week at Palms or Hopper + \$370 Blazer Bucks

**\$875 Declining Balance** (only available to residents ranked sophomores or above)

**\$475 Declining Balance** (students residing in Centennial or Converse only)

## COMMUTER AND STAFF MEAL PLAN OPTIONS

- 100 Meals per semester at Palms or Hopper + \$40 Blazer Bucks = \$645 per semester (projected)
- 75 Meals per semester at Palms or Hopper + \$20 Blazer Bucks = \$490 per semester (projected)
- 50 Meals per semester at Palms or Hopper + \$15 Blazer Bucks = \$350 per semester (projected)
- 25 Meals per semester at Palms or Hopper = \$190 per semester (projected)

Meals must be used at one of the residence dining facilities, Palms or Hopper, both of which are all-you-care-to-eat facilities. For a complete list of meal plan prices or a map of dining locations, visit our website at <http://dineoncampus.com/valdosta>.

## HOW TO OBTAIN A MEAL PLAN

You can register for your meal plan online using your Banner account during class registration or visit the Meal Plan Office, located at VSU ICard Services. Any student living in a residence hall who does not register for a meal plan will automatically be assigned The Blazer Plus/Unlimited plan. The Meal Plan Office is located at VSU ICard Services, 1204 N. Patterson St. Call 229-333-5988 or visit our website at <http://dineoncampus.com/valdosta>.

## BLAZER BUCKS

Blazer Bucks are “dining dollars” that are reserved for purchases at dining locations. They are designed to give you the flexibility to dine at any of our eateries or to make a purchase at our 2 on-campus convenient stores, without carrying cash. Each time you make a purchase, the amount is automatically deducted from your VSU ICard. Any unused Blazer Bucks will be forfeited at the end of the semester. If you run out of Blazer Bucks, we recommend you load money on your Flex Account.

## 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 in the Student Union offers all required textbooks in addition to required supplies for courses. As the official campus store, the bookstore sells a multitude of VSU-imprinted clothing and gifts as well as a growing number of other types of gifts. The V-Store, also located in the Union, carries a variety of snack and sundry items. For students attending the VSU campus at Kings Bay Naval Submarine Base, there is a small store on that campus offering required course material and a few merchandise items.

The Tech Shop, an Authorized Apple Campus Store, also in the Student Union, carries the latest products from Apple, with demonstration units so you can feel it before you buy it! Also at the Tech Shop, students are able to buy other technology products including academically priced software, computer accessories, gaming consoles, and computer games and accessories. The VSU campus is wireless, so the Tech Shop will configure your computer to work on any wireless environment. The store also offers services such as virus removal, system reformat, and installation of software.

For more information on the bookstore, please visit online at [www.thevsubookstore.com](http://www.thevsubookstore.com). For more information on the Tech Shop, please visit online at [www.vsutechshop.com](http://www.vsutechshop.com).

## HEALTH SERVICES

The Student Health Center, located on Georgia Avenue at the end of the pedestrian mall, 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, a physician assistant, 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. There is also a new facility fee that is paid by all students.

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 that 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 are well aware of regulations. A parking regulations brochure (available to students, faculty, staff, and visitors) may be obtained at the Parking and Transportation Department. Details about parking lots and instructions are also available at [www.vsuparking.com](http://www.vsuparking.com).

Campus parking and traffic regulations are enforced under the authority of Georgia Code, Section 20-3-21. Parking policies are in effect and uniformly enforced at all times. Citations are issued for infractions of parking policies. Fines may be paid at the departmental office, located in 1st level of the Sustella Avenue Parking Deck (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](http://www.vsuparking.com).

## VSU 1CARD SERVICES

The VSU 1Card is the 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, through a swipe of the magnetic strip in a designated reader. 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. Excess funds from financial aid can be applied to your FLEX account via the Banner Registration page, after all of your other fees are paid.

If you designate financial aid for FLEX and you still owe the University, you will not be able to use the FLEX/ 1Card to make purchases.

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 two forms of identification, one of which must be a 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](http://www.vsu1card.com) for more information regarding the VSU 1Card.

# CENTER FOR eLEARNING

*Ms. Meg Moore, Director  
Suite 2619 Odum Library*

The Center for eLearning provides support, training, and instructional design services for faculty teaching in online, hybrid, and technology-enhanced courses using the Valdosta State BlazeVIEW or University System of Georgia collaborative learning management system (LMS), GoVIEW. The Center also supports VSU and VSU-collaborative students with troubleshooting support for technology-enhanced courses including clicker student response, Wimba, Turnitin, and other products. The department provides administrative support and assistance to faculty and students in USG collaborative initiatives including: eCore, the online core curriculum courses; eMajor, the collaborative online undergraduate bachelor's degree programs; and the collaborative graduate Education programs delivered via INGRESS and the GoVIEW LMS. In addition to support, Center staff provide professional development and training opportunities to VSU faculty and administrators, facilitate web- and video-conferencing for academic and administrative events, offer instructional design consultation and reviews of online and hybrid courses based on Quality Matters national standards, and in partnership with the Center for Continuing Education host the Online Lifeline Conference on an annual basis.

## PUBLIC SERVICES AND CONTINUING EDUCATION

*Mr. Bill Muntz, Director  
903 North Patterson Street*

### PUBLIC SERVICES

The Division 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.

Public Services programs at Valdosta State University 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 two major departments in Public Services: Continuing Education, and Video Production Services.

### CONTINUING EDUCATION (NON-CREDIT COURSES)

The Continuing Education Department oversees the non-academic credit programs offered by the University for persons in Valdosta and the surrounding communities. Activities include Learning in Retirement, Children's Programs, Professional Development, and Personal Enrichment Classes. In addition to general classes, Continuing Education develops and presents contract seminars and courses to meet the needs of specific business and industry groups and offers a wide variety of courses and career development certificate programs online. Some courses are developed especially to meet the licensing or certification requirements of specific professional groups requiring continuing education credit.

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. The department also manages the Professional Learning Unit (PLU) program approval and crediting procedures for teacher recertification.

### VIDEO PRODUCTION SERVICES

The Video Production Services Department provides video and audio production services for a wide variety of needs, using broadcast-quality digital television facilities. Webcasting services are also provided.

# 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.

# UNIVERSITY SYSTEM OF GEORGIA

270 Washington Street, S.W., Atlanta, GA 30334

## MEMBERS OF THE BOARD OF REGENTS

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<b>Tom Daniel</b>	Senior Vice Chancellor, Office of External Affairs

## 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 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 is made by the Board.

## **INSTITUTIONS OF THE UNIVERSITY SYSTEM OF GEORGIA**

### **RESEARCH UNIVERSITIES**

Georgia Institute of Technology .....	Atlanta 30332
Georgia Regents University .....	Augusta 30912
Georgia State University .....	Atlanta 30303
University of Georgia .....	Athens 30602

### **REGIONAL UNIVERSITIES**

Georgia Southern University .....	Statesboro 30460
Valdosta State University .....	Valdosta 31698

### **STATE UNIVERSITIES**

Albany State University .....	Albany 31705
Armstrong Atlantic State University .....	Savannah 31419
Clayton State University .....	Morrow 30260
Columbus State University .....	Columbus 31907
Fort Valley State University .....	Fort Valley 31030
Georgia College and State University .....	Milledgeville 31061
Georgia Southwestern State University .....	Americus 31709
Kennesaw State University .....	Kennesaw 30144
Savannah State University .....	Savannah 31404
Southern Polytechnic State University .....	Marietta 30060
University of North Georgia .....	Dahlonega 30597
University of West Georgia .....	Carrollton 30118

### **STATE COLLEGES**

Abraham Baldwin Agricultural College .....	Tifton 31793
Atlanta Metropolitan State College .....	Atlanta 30310
Bainbridge College .....	Bainbridge 39819
College of Coastal Georgia .....	Brunswick 31520
Dalton State College .....	Dalton 30720
Darton State College .....	Albany 31707
East Georgia State College .....	Swainsboro 30401
Georgia Gwinnett College .....	Lawrenceville 30043
Georgia Highlands College .....	Rome 30161
Georgia Perimeter College .....	Decatur 30034
Gordon State College .....	Barnesville 30204
Middle Georgia State College .....	Macon 31206
South Georgia State College .....	Douglas 31533



# VALDOSTA STATE UNIVERSITY OFFICERS OF ADMINISTRATION

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Holly Peagler .....	Instructional Technology Specialist
Vincent King-Spezzo .....	Instructional Technology Specialist

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 Paul E. Worth, B. S. . . . . Network Coordinator

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Walter Peacock, B. S., M. B. A. . . . . Director of Admissions  
Lisa Long, B. G. S. . . . . Associate Director of Admissions  
Ryan Hogan, B. B. A. , M.Ed. . . . . Associate Director of Admissions  
Sue Ellen Warren, B.B.A. . . . . Assistant Director of Admissions  
Christy Croft, B.A., M.S. . . . . Admissions Counselor  
Matthew Godfrey, B.F.A. . . . . Admissions Recruiter  
Hilary Martin, B.A. . . . . Admissions Recruiter  
Rebekah Moody, B.F.A. . . . . Admissions Recruiter  
Blake Bonanni, B.B.A. . . . . Admissions Recruiter  
Jaimie Concord, B.A. . . . . Admissions Recruiter  
Ross Hegenwald, B.B.A. . . . . Admissions Recruiter  
Christie Siciliano, B.B.A. . . . . Admissions Recruiter

**GRADUATE ADMISSIONS**

James T. LaPlant, B.A., M.A., Ph.D. . . . . Interim Assistant Vice President for Research  
and Dean of the Graduate School  
Teresa C. Williams, B.B.A., M.P.A., M.A. . . . . Administrative Coordinator  
Rebecca Waters, B.A., M.A. . . . . Graduate Admissions Coordinator  
Michelle Jordan, B.A. . . . . Admissions Specialist/Graduate Assistant Coordinator  
Jessica DeVane, B.A. . . . . Admissions Coordinator  
Betty Rowland. . . . . Admissions Specialist  
Justin McCalla, B.A., M.A.T. . . . . Admissions Specialist

**PUBLIC SERVICES**

Bill Muntz, B. S., M. P. A. . . . . Director of Video Production Services and Satellite Services  
Julie Halter, B. A., M.Ed., Ed.D. . . . . Director of Continuing Education  
Sue Bailey, B. A., M.Ed. . . . . Continuing Education Program Coordinator  
Suzanne Ewing, B. A. . . . . Continuing Education Program Coordinator  
Annetta Taylor, A.A. . . . . Continuing Education Registration Specialist

**STUDENT AFFAIRS**

Russell F. Mast, B. S., M. S. . . . . Vice President for Student Affairs  
and Dean of Students  
VACANT . . . . . Assistant Vice President for Student Affairs  
and Associate Dean of Students  
Sherolyn Hopkins, B.S., B.S., M.S. . . . . Assistant Dean of Students for Conduct  
Brenda Beasley, B. F. A., M.Ed. . . . . Coordinator for Orientation  
and Leadership Programs  
Andrea K. Butler, B.B.A. . . . . Administrative Coordinator to the  
Vice President for Student Affairs  
Rebecca L. Taylor, B. A., M.P.A., M.S. . . . . Director of Testing  
Joshua Robertson, B.A., M. Ed. . . . . Assistant Director of Testing  
Carla Carter-Jordan, B.F.A., M.P.A. . . . . Assistant Director of Cooperative Education  
VACANT . . . . . Director of Career Opportunities  
Kevin Taylor, B. A., M. Ed. . . . . Associate Director of Career Opportunities  
Crystal Goode, B. S., M. S. . . . . Career Counselor  
Dana Wheeler, B.A., M.P.A. . . . . Career Counselor  
DeLois Hargett, B. A., M. P. A. . . . . Employer Relations Coordinator

Douglas R. Tanner, B.B.A., M.B.A	Director of Financial Aid
Sandra Griffin, B. S., M. P. A.	Assistant Director of Financial Aid for Loans
Ray Andrews, B. A., M. A.	Associate Director of Financial Aid
Johnnie Lamb, B.S., M.P.A	Veteran's Affairs Coordinator
Michael Lee, B. S.	Operations Manager for Financial Aid
Wanda DeWeese, B. S.	Financial Aid Counselor and Scholarship Coordinator
William Moore, B. A., M. P. A.	Student Employment Coordinator
Donnell Davis, B.S.	Financial Aid Counselor
Gwen Manning, B.S. Ed.	Loan Counselor
John Grotgen, B. A., M. S., Ph. D.	Director of Counseling
Leah McMillan, B.A., M.S., D.P.A.	Assistant Director of Counseling
Rebecca Smith, B.A., M.A.	Counselor
Marcie C. Wiseman, B.A., M.S., Ph.D.	Counselor
Gwendolyn R. Williams, B.A., B.S., M.A.	Counselor
Mark Williams, B. S., M. H. R.	Coordinator of Alcohol and Other Drug Education
Holly Wright, B. S., M. S., M. S.	Coordinator of Health Promotions
Thomas Hardy, B. S., M. S., Ed. D.	Director of Housing and Residence Life
Leighia Hammond, B. S., M. S.	Associate Director of Housing and Residence Life
Ryan Teter, B.F.A., M.Ed.	Assistant Director of Residential Facilities
Stephanie Bent, B.S., M.S.	Complex Director
Bonnie Brackett, M.Ed.	Complex Director
Donald Coleman, Jr., B.B.A, M.Ed.	Complex Director
Robin Vickery, B. S., M. Ed.	Director of Student Life/Student Union
John Wright, B. F. A., M. P. A., D.P.A.	Associate Director of Student Union
Brian Roberts, B. A., M.Ed.	Assistant Director of Student Life
Erin Sylvester, B.A., M.Ed.	Assistant Director of Organizational Development
Alisha Stabler, B.S., M.Ed.	Program Coordinator
Richard Hammond, B. S., M. S.	Director of Campus Recreation
Thomas W. Taylor, B. S., M. S., Ph.D.	Assistant Director of Outdoor Recreation
Shawn Phippen, B. S., M. S.	Associate Director of Facilities
Nick Lumpkin, B.S.	Assistant Director of Intramurals and Club Sports
Marty Spells.	Facility Superintendent
Kimberly Tanner, B. A., M.S., Ed.D.	Director, Access Office
Jessica Klotz, B. A., M. Ed.	Administrative Coordinator, Access Office
Erin Salmon, B. S. Ed.	Coordinator for Deaf and Hard-of-Hearing Services
Mike McKinley, B. B. A., M. P. A., M. S., M.Div.	Coordinator of Adaptive Technology
Benjamin Putman, B.S.	Staff Interpreter
Kelly Spells, B.S.Ed.	Staff Interpreter

## FINANCE AND ADMINISTRATION

Sue E. Mitchell Fuciarelli, B.B.A., M.B.A., C.P.A.	Vice President for Finance and Administration
Traycee F. Martin, B.B.A., M.P.A., C.P.A.	Associate Vice President and Director of Financial Services
Yvonne LeRoy-Landers, B.B.A., M.B.A.	Assistant to the Vice President for Finance and Administration
Sherri Adams, B. I. S., M. B. A.	Student Employment Manager
Bethanie Bass, B.S., B.A.	Director of University Stores
Denise Bogart, B.S., M.S., Ph.D.	Director of Human Resources
Anthony L. Bryant, B.S., M.ED.	Assistant Director of Parking and Transportation
Robert DeLong, A. A.	Director, Environmental and Occupational Safety
Scott Doner, B.S.C.J., M.S.	Director of Public Safety

Travis Dular, B.A., M.A. . . . .	Central Warehouse Manager
Jan S. Fackler, B.A., M.B.A. . . . .	Director of Budget Services
Ann Farmer, B.S. . . . .	Assistant Director of Public Safety
Jill Ferrell, B.F.A., M. Ed. . . . .	Director, Parking and Transportation
Jamae K. Flint, B.B.A. . . . .	Payroll Manager
Thomas Hardy, B.A., M.S., Ed.D. . . . .	Director of Housing and Residence Life
Robert Kellner, B.S., M. Ed., M.P.A., D. P. A. . . . .	Director of Auxiliary Services
Meredith Lancaster, B.A. . . . .	Associate Director of Environmental and Occupational Safety
Debra G. McCrary, B.B.A., M.B.A. . . . .	Bursar
Shannon McGee B.S., M.P.A. . . . .	Associate Director, Auxiliary Services
Rebecca Murphy, B.S., M.S. . . . .	Assistant Director, Human Resources
Timothy B. Murphy, B.B.A., M.P.A. . . . .	Assistant Director, Auxiliary Services
Jim Muzzey, A.A. . . . .	Assistant Director of Plant Operations
Antolina E. Pilgrim, B. B. A., C.P.A. . . . .	Director of Accounting Services
Will Prowell, B.A. . . . .	Property, Inventory, and Surplus Supervisor
Raymond Sable, B.Arch., M.S. . . . .	Director of Plant Operations and Facilities
Nick Grisak, B.S., M.S. . . . .	Classification and Compensation Analyst
Rosezella Ward, B.B.A. . . . .	Assistant Director, Human Resources
Oscar B. Wynne, Jr., B.S. . . . .	Director of Logistics and Distribution
Christy Yates, B.S., M.A. Ph.D. . . . .	Director of Operations and Special Projects

## ATHLETICS

Herb Reinhard, B. A., M. A. . . . .	Director of Athletics
Debbie Wisenbaker . . . . .	Administrative Coordinator
Mary Frances Hightower . . . . .	Senior Secretary
Debi L. Frocks . . . . .	Senior Secretary
Whit Chappell, B. S., M. Ed. . . . .	Director of Athletic Development
Michael Doscher, B. S., M. S. . . . .	Strength and Conditioning Coordinator
Joshua Flanagan, B.A. . . . .	Assistant Sports Information Director
Russ Hoff, B. S., M. S. . . . .	Director of Sports Medicine
Shawn Reed, B. A., M. S. . . . .	Sports Information Director
Ric Sisler, B.S. . . . .	Director of Marketing
Amanda Smith, B.B.A. . . . .	Director of Ticketing and Game Operations
Mason Barfield . . . . .	Director of Compliance and Academic Services
Caren Walls, B.S., M.S. . . . .	Assistant Athletic Trainer
Earl Chambers, B.A. . . . .	Assistant Coach, Football
David Dean, B. B. A. . . . .	Head Coach, Football
Kelli Fields . . . . .	Head Coach, Dance Team
Ariel Harmon . . . . .	Head Coach, Cheerleading
Nick Gast, B.S., M.Ed. . . . .	Assistant Coach, Men's Basketball
Jennifer Grubbs, B.A., M.Ed. . . . .	Assistant Coach, Women's Basketball and Senior Woman Administrator
Greg Guilliams, B. A., M.S. . . . .	Head Coach, Baseball
Todd Guilliams, B.S., M.S. . . . .	Coordinator of Athletic Academic Services
John Hansen, B. B. A., M. Ed. . . . .	Head Coach, Tennis
Melissa Heinz, B.S., M.Ed. . . . .	Head Coach, Women's Soccer
Mike Helfer, B. A., M.A. . . . .	Head Coach, Men's Basketball
Kiley Hill, B. S., M. Ed. . . . .	Head Coach, Women's Basketball
Thomas Macera, B. S., M.Ed. . . . .	Head Coach, Softball
Mike Swan. . . . .	Head Coach, Volleyball
Jared Purvis, B. S. . . . .	Head Coach, Golf

Andy Richman, B.S.Ed., M.S. . . . . Assistant Coach, Football  
Todd Smoot, B.A. . . . . Head Coach, Cross Country  
Richard Walker, B.A., M. A. . . . . Assistant Coach, Football  
Seth Wallace, B.S.Ed., M.S. . . . . Assistant Coach, Football

# THE GRADUATE FACULTY

(verified at press time, April 15, 2013)

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.

- ADAMS, Katharine S.** . . . . . **Associate Professor of Psychology and Counseling**  
B.S., University of Florida; M.S., Valdosta State University; Ph.D., Florida State University; 2007; 2013.
- ADAMS, Lynn.** . . . . . **Associate Professor of Communication Sciences and Disorders**  
B.S., M.S., Florida State University; Ph.D., University of Tennessee; 2011.
- AIELLO, Thomas** . . . . . **Assistant Professor of History**  
B.A., Henderson State University; M.A., University of Louisiana at Lafayette; Ph.D., University of Arkansas; 2010
- 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.** . . . . . **Professor of Early Childhood and Special Education**  
B.S., M. Ed. Mississippi State University; Ed.D., Valdosta State University; 1999; 2010.
- ARCHIBALD, James G.** . . . . . **Assistant Professor of Curriculum, Leadership, and Technology**  
B.S., Morehouse College; M.S., Austin Peay State University; Ph.D., Ohio University; 2012
- 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 AandM 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.
- BARACKSKAY, Daniel** . . . . . **Associate 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; 2009.
- BARNAS, Frank.** . . . . . **Professor of Communication Arts**  
B.J. University of Missouri; M.F.A. University of Texas; 1997; 2008.
- BARTOS, Sebastian.** . . . . . **Assistant Professor of History**  
B.A., Manhattanville College; M.A., Catholic University of America; Ph.D., City University of New York; 2011.
- BAXTER, Jessica M.** . . . . . **Assistant Professor of Early Childhood and Special Education**  
B.S., Georgia College and State University; M.Ed., Albany State University; Ph.D., The University of Georgia; 2011.
- BECHLER, David L.** . . . . . **Professor of Biology**  
B.A., Indiana University; M.S. Northeast Louisiana University; Ph.D., Saint Louis University; 1995.
- BEJARANO, Luis G.** . . . . . **Professor of Modern and Classical Languages**  
B.A., Universidad del Valle, Colombia; M.A., University of Georgia; Ph.D., University of Oklahoma; 1999; 2010.

- BERGSTROM, Bradley J.** . . . . . **Professor of Biology**  
B.S., M.S., University of Illinois; Ph.D., University of Kansas, 1986; 1997.
- BERNSTEIN, Alan** . . . . . **University Librarian and  
Dean, Master of Library and Information Science**  
B.A., Valdosta State College; M.Ed, M.A., M.L.I.S., Ed. D., Valdosta State University; 2004; 2009.
- BIELMYER, Gretchen K.** . . . . . **Associate Professor of Biology**  
B. S., University of North Florida; M. S., Ph.D., Clemson University; 2008; 2012.
- BLACKMORE, Mark S.** . . . . . **Professor of Biology**  
B.S., Michigan State University; M.S., Auburn University; Ph.D., University of Utah; 1996; 2006.
- BLOCK, Mary** . . . . . **Associate Professor of History**  
B.A., Murray State University; M.A., University of Louisville; Ph.D., University of Kentucky; 2005, 2010.
- BRANSCOME, Jennifer** . . . . . **Assistant Professor of Psychology, Counseling, and Guidance**  
B. S., University of Florida; M. S., Valdosta State University; Ph.D., Ball State University; 2010.
- BRASELL, Heather** . . . . . **Associate Professor of Middle, Secondary, Reading, and Deaf Education**  
B.S., University of Canterbury; B.A., University of Queensland; M.S., James Cook University;  
Ph.D., University of Florida; 2004; 2008.
- BRENEISER, Jennifer E.** . . . . . **Associate Professor of Psychology and Counseling**  
B.A., M.S., University of New Mexico; Ph.D., Washington University in Saint Louis; 2007; 2012.
- BRIIHL, Deborah S.** . . . . . **Professor of Psychology and Counseling**  
B.A., Juniata College; M.A., Ph.D., State University of New York; 1994; 2005.
- BROCKMEIER, Lanry L.** . . . . . **Professor of Curriculum, Leadership, and Technology**  
B.S., Appalachian State University; M.A., Ph.D., University of South Florida; 2007; 2012.
- BROWN, Byron K.** . . . . . **Professor of English**  
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**  
B.A., Bowling Green State University; M.A., Ph.D., University of Delaware, 1991; 2001.
- BYRD, Melanie Sue** . . . . . **Professor of History**  
B.A., M.A., University of Akron; M.L.S., Kent State University, Ph.D., Florida State University,  
1993; 2002.
- CALESTANI, Cristina** . . . . . **Assistant Professor of Biology**  
B.S., M.S., Università degli Studi di Parma; Ph.D. Università degli Studi della Tuscia; 2011.
- CAMPBELL, Patti C.** . . . . . **Professor of Early Childhood and Special Education**  
B.S., Oklahoma State University; M.Ed., Ed.D., University of Southern Mississippi; 1994; 1999.
- CANTONWINE, Emily G.** . . . . . **Associate Professor of Biology**  
B.S., Miami University; M.S., Florida International University; Ph.D., University of Georgia, 2007; 2011.
- CAPECE, Michael** . . . . . **Professor of Sociology, Anthropology, and Criminal Justice**  
B.A., Walsh College; M.A., University of Akron; Ph.D., University of Florida; 1996; 2006.
- CARRILLO CABELLO, Adolfo A.** . . . . . **Assistant Professor of Spanish**  
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State University; 2012.
- CARTER, B. LaGary** . . . . . **Associate Professor of Exercise Physiology**  
B.S., David Lipscomb University; M.S., University of Southern Mississippi; D.A., Middle  
Tennessee State University; 1997; 2001.
- CARTER, J. Richard** . . . . . **Professor of Biology and Curator of the Herbarium**  
B.S., M.S., Mississippi State University; Ph.D., Vanderbilt University; 1986; 1996.
- CATES, Carl M.** . . . . . **Professor of Communication Arts and Head of Department**  
B.A., M.A., Abilene Christian University; Ph.D., Florida State University; 1993; 2003.



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 B.A., University of Notre Dame; M.S., Brigham Young University; Ph.D., University of Notre Dame; 2011.
- CHEN, Li-Mei D.** ..... **Associate Professor of English**  
 B.A., Tunghai University (Taiwan); M.Ed., Utah State University; Ph.D., Ohio State University; 2005; 2010.
- CLEGG-HYER, Maren** ..... **Associate Professor of English**  
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- CROTEAU, Emily K.** ..... **Assistant Professor of Biology**  
 B.S., M.S., Queen's University; Ph.D., Southern Illinois University; 2011.
- CROWLEY, John G.** ..... **Associate Professor of History**  
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- CSEH, Attila** ..... **Associate Professor of Marketing and Economics**  
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- DROUILLARD, Colette L.** ..... **Assistant Professor of Information Studies**  
 B.S., Oakland University; M.Ed., Idaho State University; M.S.L.I.S., Ph.D., Florida State University; 2010.
- DUNN, John P.** ..... **Professor of History**  
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- DYAL, Brenda W.** ..... **Assistant Professor of Nursing**  
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- EISCHEID, Susan** ..... **Professor of Music**  
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- ELDER, John F.** ..... **Professor of Biology**  
 B.S., M.S. Ph.D., Virginia Polytechnic University; 1996; 2006.

- ELLIS, Iris** . . . . . **Associate Professor of Adult and Career Education**  
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- ELSON, Raymond J.** . . . . . **Professor of Accounting and Finance**  
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- ETLING, Laurence W.** . . . . . **Professor of Communication Arts**  
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- FAUX, William V., II** . . . . . **Associate Professor of Communication Arts**  
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- FIKE, Darrell** . . . . . **Professor of English**  
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- FORBES, Michelle A.** . . . . . **Assistant Professor of Modern and Classical Languages**  
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- FORT, Timothy J.** . . . . . **Associate Professor of Biology**  
B.Sc. (Hons) University of Central Lancashire, England; Ph.D., University of Rhode Island; 2007; 2013.
- FOSTER, Janet E.** . . . . . **Associate Professor of Early Childhood and Special Education**  
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- FOYOU, Viviane E.** . . . . . **Assistant Professor of Political Science**  
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- FRIEDRICH, Ellen Lorraine** . . . . . **Professor of Modern and Classical Languages**  
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- FUCIARELLI, Alfred** . . . . . **Professor of Chemistry**  
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- GANNON, Robert L.** . . . . . **Professor of Biology and Head of Department**  
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- GERBER, Brian L.** . . . . . **Professor of Middle, Secondary, Reading, and Deaf Education and interim Dean of the College of Education and Human Services**  
B.S. (2), M.A., Kent State University; Ph.D., University of Oklahoma; 1996; 2005.
- GIBSON, David R.** . . . . . **Professor of Mathematics and Computer Science**  
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- GIBSON, Nicole M.** . . . . . **Professor of Curriculum, Leadership, and Technology**  
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- GIDDINGS, Martha M.** . . . . . **Professor of Social Work**  
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- GLADWIN, Ransom** . . . . . **Associate Professor of Modern and Classical Languages**  
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- GLEN, Carol M.** . . . . . **Professor of Political Science**  
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- GODDARD, Russell H.** . . . . . **Professor of Biology**  
B.S., University of Massachusetts; M.S., University of South Florida; Ph.D., University of Texas; 1994; 2010.
- GONZALEZ, Luis** . . . . . **Assistant Professor of Marketing and Economics**  
B.A., Georgetown University; M.S, Ph.D., University of Kentucky; 2011.
- GORHAM-ROWAN, Mary** . . . . . **Professor of Communication Sciences and Disorders**  
B.S., B.A., M.S., Florida State University; Ph.D., University of Florida; 2005; 2011.
- GRAVETT, Sharon L.** . . . . . **Professor of English and Assistant Vice President for Academic Affairs**  
A.B., Davidson College; M.A., Ph.D., Duke University; 1989; 1999.

- GREEN, Rebecca D.** . . . . . **Assistant Professor of Nursing**  
 B.S.N., Western Carolina University; M.S.N., Medical University of South Carolina; D.N.S.,  
 Kennesaw State University; 2012
- GREEN, Robert B.** . . . . . **Associate Professor of Curriculum, Leadership, and Technology**  
 B.S., M.S., University of Southern Mississippi; Ph.D., Walden University; 2002; 2005.
- GRIFFIN, Howard.** . . . . . **Assistant Professor of Managements**  
 B.A., B.B.A., Valdosta State University; M.I.B.S., University of South Carolina; Ph.D., Texas  
 AandM International University; 2011.
- GRIFFIN, Michael R.** . . . . . **Professor of Kinesiology and Physical Education and Head of Department**  
 B.S.Ed., Georgia Southern College; M.S., University of Tennessee; Ph.D., Florida State University;  
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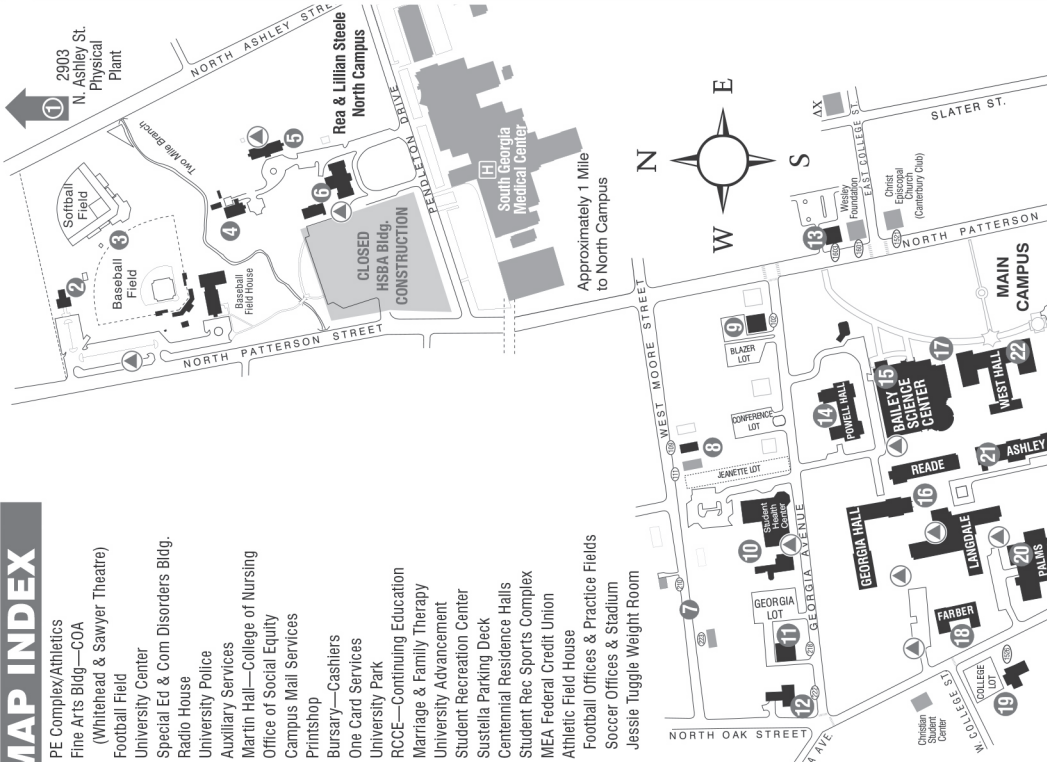
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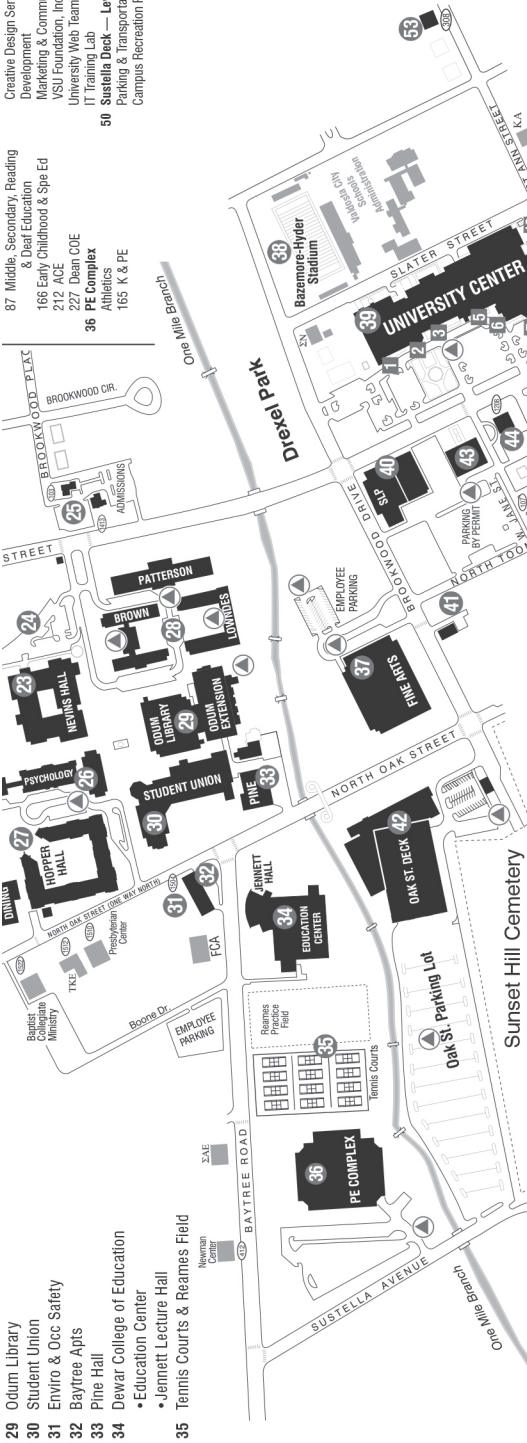
- 1 Plant Operations
- 2 Athletic House
  - Cheerleaders
  - Golf Coach
  - Softball Coach
- 3 Softball Field
- 4 Greenhouse
- 5 Barrow Hall—AFROTC
- 6 Langdale College of Business
  - Pound Hall
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- 8 My Friend's House/ (Alzheimer's Daycare Program)
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    - Family Works
    - Satellite Services
    - University Advancement
    - Advancement Services
    - Alumni Relations

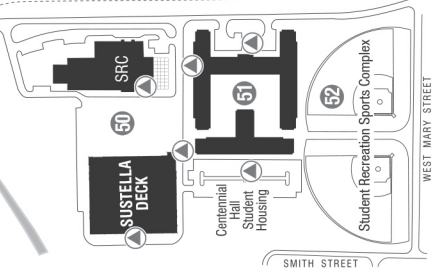
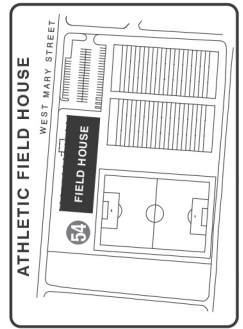
- 29 Odum Library
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- 33 Pine Hall
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  - Education Center
  - Jennett Lecture Hall
- 35 Tennis Courts & Reames Field

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- 212 ACE
- 227 Dean COE
- 36 PE Complex
  - Athletics
  - 165 K & PE
- 50 Sustiella Deck — Level 1
  - Parking & Transportation
  - Campus Recreation Rental Center



# UC Entrance Numbers

2 blocks south of the University Center



**Emergency Phone Locations**

Indicates the location of freestanding emergency phones. Emergency phones are also located at the main entrance to all the dorms.



Sunset Hill Cemetery