

Course	Course Name	Credit Hours	Experiential Learning Credits	Description of EL
ENGL 2500	Contemporary Literary Magazines	2	2	Students select and edit submissions for <i>Odradek</i> . Students attend 2 hours of production class per week.
JOUR 2500	Journalism Newspaper Seminar	1 to 2	1 to 2	Students produce content for the <i>Spectator</i> . Students attend 1 or 2 hours of production class per week, depending on registration.
JOUR 2510	Journalism Magazine Seminar	2	2	Students produce content for <i>On Tap</i> . Students attend 2 hours of production class per week.
ENGL 4500	Publishing Academic Journals	3	3	Students solicit submissions, schedule peer reviews, and produce <i>Omnino</i> , the VSU undergraduate research journal. Students attend 3 hours of class per week, focused on producing a scholarly journal.
JOUR 4800	Internship in Journalism	*	*	Student internship experience
HIST 3045	Study Abroad Special Topics in European History	3	3	Study abroad program at the University of Gdansk in Poland.
HIST 3990	History Teaching Tutorial	1	1	An introduction to the process of teaching history at the postsecondary survey level. Under the direction of a history faculty member, students will engage in a variety of activities such as observing classes, conducting study sessions and tutorials, and other activities directly related to a designated lower division (1000-2000 level) history survey course. Students in HIST 3990 will conduct 15 hours of study sessions over the course of the term for students in HIST 1011, 1012, 1013, 2111, or 2112. Entire course is experiential learning.
HIST 4215	Introduction to Public History	3	2	60% of course grade and 60% of class time is involved in work outside the West Hall classroom by graded assignments in the Lowndes County Historical Society, the VSU Archives, and the New Media Center. Completed class projects go on display in the Odum Library as well as in the Ashley Hall Rotunda.
HIST 4216	Principles of Public History	3	2	60% of course grade and 60% of class meetings are involved in work outside the West Hall classroom by graded assignments in the Copeland Museum, the VSU Archives, and the New Media Center. Completed class projects go on display in the Odum Library as well as in the Ashley Hall Rotunda.
HIST 4810	Internship in History	*	*	Student internship experience
HIST 4950	Senior Seminar	3	2	All students complete an extensive research paper using primary historical materials as well as mandatory work transcribing oral histories in the VSU Archives. Deborah Davis recently devised a system of teaching students to transcribe the library's collection of oral histories. Transcribing oral histories is clearly a hands-on history task appropriate for seniors.
PERS 2299	Special Topics in Perspectives - Archives and Libraries for Historians	2	1	This class provides an introduction to the use of libraries and archives, with an emphasis on their relation to historical research and historical analysis. Students submit a 5-7 page term paper based on archival sources over a topic connected to the Civil Rights Era; students also give a required oral presentation on their research and analysis to their classmates. Between the in-class archives assignments and the research for the 5-7-page paper as well as the presentation to their classmates, students will devote half their course time to these activities.
PSYC 3600	Experimental Psychology	3	1	Students are required to conduct their own research study using a 2 x 2 factorial design. Students are responsible for all aspects of running their study, including a minimum of 15 subjects per condition. Students analyze the data using the skills they mastered in PSYC 3500 and they are required to create a figure and table following APA Style guidelines. This is a time intensive project for the students.
PSYC 3900	Tests and Measurements	3	1	The class constructs an assessment instrument as a psychologist would. The students are required to write items to assess a person's attitude on whatever topic the class selects. They also search the academic literature to see what emotional, behavioral, and cognitive components are relevant based on prior research. The items are compiled into one large item pool. The item pool is then distributed to students and they work in teams evaluating each item. Then, students go out and collect data. The class then determines through statistical analysis if certain individual difference characteristics show a bias in item responding. Students also look for differences in racial groups and academic classification.
PSYC 3680	Psychology of Motivation	3	1	Students will work individually or in teams. They will observe potential nudge examples. Students will then record (via photographs or video – if permissible – not focusing on people – focus on the “nudge”) and then diarize the nudge. Students will then prepare a succinct written report and will also present their findings in class with a key focus on the nudge's typology (see above), an analysis of the nudge's effectiveness in motivating/changing behavior, and what did the students learn from this exercise? This includes suggestions for improving the nudge's impact (e.g., do speed bumps really reduce reckless driving?)

PSYC 4900	History of Psychology	3	1	The PSYC 4900 (History of Psychology) senior capstone course intends to take the retrospective and bridge that with the prospective that students will experience in their lives. This course helps students to understand the present and future of psychology as a function of its past. The experiential component of this course is two-fold. It occurs through the student critiquing and replicating classic experiments in psychology. The second component is the student having the experience of conducting in vivo interviews and imagining retrospective interviews with psychologists of the past as a means to understand and apply experience.
PSYC 4950	Senior Seminar	3	1	This senior capstone course focuses on researching and preparing a Personal and Job Portfolio. This experiential portfolio addresses applied and practical real-life preparation for both professional (careers, grad school, etc.) and personal life experiences after graduation from VSU. This capstone senior seminar course addresses the basic assumptions of Character Psychology as a means to connect our department's curriculum to post graduate experiences.
POLS 3100	Scope and Methods of Political Science	3	2	Students articulate a research question, develop a literature review, construct a dataset, and test hypotheses through correlation, ANOVA, and multiple regression analysis. Students present their research papers at a campus venue (UGR Symposium), Georgia Political Science Association, regional POLS conference, or National Conference on Undergraduate Research (NCUR).
POLS 3600	Introduction to Public Administration	3	1	Students will conduct a case study analyzing the role of organizational leadership in the administration and governance in either a state/local governmental organization or a non-profit of their choosing. Students will devote an appreciable amount of time outside of class applying the foundation knowledge in POLS 3600 to an organization of their choosing. The objective is for students to connect the literature to the "real world" as they begin their ORGL degree sequence.
POLS 4440	Model United Nations	3	3	An examination of the United Nations where students also are assigned a country that they will represent at a regional, national, and/or international conference. Students will obtain experience in practicing diplomatic skills in a mock setting, preparing policy statements, and conducting applied research studies into the country assigned to the team. Course is repeatable.
POLS 4442	Model UN II: Negotiation and Diplomacy	3	3	Supervised study of the UN where students will learn about organizing and running a Model UN conference. Students will obtain experience with organizing a Model UN conference on campus and participating in the National Model UN Conference. Course is repeatable.
POLS 4610	Public Personnel Administration	3	1	Students conduct a case study analyzing social/political/environmental effects on organizational behavior within a state/local or non-profit agency as it relates to human resource management. Students will address these problems in the case study and propose solutions to address the problem(s) identified in a policy memo at the end of the semester. Students will be required to think critically and identify potential problems within the organization, particularly issues regarding retaining and recruiting diverse populations. Beyond identifying the problems, students will spend time outside of the class developing solutions to the problem and then communicating these solutions in the form of a policy memo.
POLS 4620	Public Finance Administration	3	1	Students conduct a case study analyzing social/political/environmental effects on organizational behavior within a state/local or non-profit agency as it relates to public budgeting decisions. Students will address these problems in the case study and propose solutions to address the problem(s) identified in a policy memo at the end of the semester. Students will be required to think critically and identify potential problems within the organizational structure, particularly issues regarding public spending. Beyond identifying the problems, students will spend time outside of the class developing solutions to the problem and then communicating these solutions in the form of a policy memo.
POLS 4830	Special Topics in Comparative Politics	3	3	Selected topics of political and current interest in international politics. The course may be repeated for credit if topics are different. This is a three-week study abroad trip to Czech Republic where students go on field trips, participate in excursions, and conduct research in Central Europe.
POLS 4900	Internship in Political Science	*	*	Student internship experience
FREN 4980	Community Practicum	1 to 3	1 to 3	Service activities in various parts of the community. The entire course is based on the service the students will provide in different areas. In addition to the service hours, they will have reflections, discussions, and presentations all based entirely on their community involvement.
SPAN 4500	Profession-Related Practicum or Study Abroad	3	3	Practicum in Spanish-speaking contexts. The entire course is based on the service the students will provide in different areas. In addition to the service hours, they will have reflections, discussions, and presentations all based entirely on their community involvement.

SPAN 4980	Community Practicum	1 to 3	1 to 3	Service activities in various parts of the community. The entire course is based on the service the students will provide in different areas. In addition to the service hours, they will have reflections, discussions, and presentations all based entirely on their community involvement.
SOCI 3200	Applied Sociology	3	3	Students will complete a community-based project on a social issue or problem that is locally-applicable. The project requires students to utilize the sociological perspective in completing original research addressing a social issue in the community. Projects first require students to define the social issue concisely, develop a research question, and complete a literature review. Next, students use applied methods such as utilizing experts in the community, site visits, and/or interviews. All projects also use census data for the Valdosta-Lowndes community. Students demonstrate competency in using applied sociological methods, theories, and ethics to create a final paper that could potentially be utilized by decision-makers, community members, and/or stakeholders. Students work in groups of four to eight students that are assigned based on student interest in a particular topic. Students turn in drafts of each research paper section over the course of the semester, concluding with the final paper draft and a final paper presentation at the end of the course. Findings are sometimes disseminated to community partners, as appropriate.
SOCI 3510	Social Research Methods	3	2	Students complete an original survey research project over the course of the semester. They develop a research question, state hypotheses, conceptualize and operationalize variables, complete a review of the relevant literature, design and distribute a survey in Qualtrics, and analyze their data using univariate and bivariate analysis. Students prepare a final paper and may prepare an academic poster designed in PowerPoint. Many students present their findings at the undergraduate research symposium.
SOCI 4990	Senior Capstone	3	1	This applied senior capstone involves guided research or field experience in a summative course that prepares students for the job market or graduate study. Specifically, students will develop an independent and individually-tailored professional portfolio for use in career development or graduate school. Development of the portfolio will include some of the following: interviews or service learning with community professionals and written reflections; interactional workshopping of previous course research papers for submission to graduate school as writing samples and presentation at the undergraduate research symposium; and short volunteer opportunities. All students will present final papers, whether based on original research or applied portfolio development.
SOCI 4540	Internship in Sociology	*	*	Student internship experience
CRJU 3401	Criminal Justice Data Analysis	3	2	Students will examine a local, regional or national data set, provided by the professor to identify and test hypothesis related to real world criminal justice issues. Based on classroom instruction, students will apply various descriptive and inferential statistical techniques in their assessment of the assigned data set. Students complete and submit a series of scaffolded assignments and final summative project which they demonstrate their ability to apply what they have learned to actual or simulated "real world" problems. Throughout the course, students reflect on what they have learned, its impact on their comprehension related to the application of the statistical techniques used
CRJU 3402	Research Methods	3	2	This course is designed to implement David Kolb's theory (2015) on experiential learning. In the first phase, students will acquire concrete experience involving hand-on practices in searching for online criminal justice resources for their research project. This exercise enables students to find academic articles to substantiate claims or arguments made in their research by using empirical facts or statistical figures. The next phase is referred to Kolb's reflective observation where students would review and comprehend what have been learned from identified literature, develop a literature review, and then develop research questions or hypotheses of their study. Abstract conceptualization, the cycle's third phase involves situating one's experience in the research and apply experience to observations using proper conceptualization and operationalization of key variables. Students would utilize learned experience to evaluate key variables of prior research and assess limitations of prior studies. The final stage is active experimentation where students would put all learned items together and generate a research paper filled with integrated ideas in the written product describing a specific research design or methods. At each stage, the professor will provide feedback to each student who will integrate the suggestions into the final paper. In the final paper each student will provide a description of their analysis of the data collected with interpretation of the overall findings of the research project. Additionally, students would present their products in class, and answer questions from their peers. Meanwhile their classmates will provide comments or suggestions on preset feedback sheets available for presenters to review after the presentation. To further their experiential learning, selected students would be recruited to participate in undergraduate symposiums or similar venues for paper presentation. Over 50 percent of the assignment is completed outside of the classroom.
CRJU 4910	Internship in Criminal Justice	*	*	Student internship experience
WGST 4450	Internship in Women's and Gender Studies	*	*	Student internship experience
EXPL 3010	College of Humanities and Social Sciences	*	*	Student internship experience in the spring with nonprofits in the local area.
* Number of internship hours equals the number of Experiential Learning (EL) credits. Not to exceed 6 EL credits. For example, 3 hours of internship = 3 EL credits, 6 hours of internship = 6 EL credits, 9 hours of internship = 6 EL credits, and 12 hours of internship = 6 EL credits.				