Children in the Workplace Policy
Posthumous Award of Degrees
Students’ Privacy Rights
Graduate Students’ Code of Conduct
Students’ Rights and Grievance Procedures
Graduate Student Government Association
Academic Programs and Curricula
Degree Programs
Concentrations in Graduate Studies
Master of Arts in History
Master of Arts in Teaching (deactivated May 2014)
Master of Science in Animal Science
Master of Science in Biotechnology
Master of Science in Mental Health Counseling
Master of Science in Rehabilitation Counseling and Case Management
Master of Public Health in Environmental Health
Master of Science in Education in Early Childhood and Special Education
Master of Science in Education in Middle Grades Education
Master of Science in Education in School Counseling
Education Specialist in School Counseling
Graduate Course Descriptions
Personnel

PREFACE
The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution. While every effort has been made to ensure accuracy of the material stated herein, Fort Valley 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.

Students have the responsibility to keep apprised of current graduation requirements for the degree program in which they are enrolled. Information regarding academic requirements for graduation is available in the offices of the Registrar, the Executive Vice President and the Vice President for Academic Affairs, the Vice President for Student Affairs, and the Deans of each College.

Limitation of Institutional Liability
In the event that an administrative hearing officer or a court of record determines that publications issued by Fort Valley State University create a contractual or quasi-contractual relationship with any person, the amount of damages recoverable by the parties shall be limited to the amount of consideration paid by the person for the privilege of admission, enrollment, continued enrollment, or other service rendered by the University to such person. As used herein, the term publications (without limiting the generality of the normal meaning of the term) shall be deemed to include any and all written forms or other documents issued by Fort Valley State University concerning applications for admission, enrollment or continued enrollment, waivers of liability, consents to medical treatment, residence hall occupancy, and all other documents, letters, or other materials issued by the University in the furtherance of its educational mission.
Equal Opportunity Policy
Fort Valley State University subscribes to a legal and moral obligation in its pursuit to achieve affirmative action in the provision of employment and educational opportunities for all persons regardless of race, color, religion, national origin, marital status, age, gender, and physical or mental handicap. To this end, the Affirmative Action/Equal Employment Opportunity/ADA/504 Handicapped/Title Nine and Learning Disabled Office and the Office of the Vice President for Academic Affairs work closely to provide an environment which is free of bias and inequality.

Chief Administrative Officers and Offices of Special Interest to Prospective Students
President, Ivelaw Lloyd Griffin .......................................................... 478/ 825-6315
Provost and Vice President for Academic Affairs
Jessica Bailey .......................................................... 478/825-6330
Vice President for Business and Finance
Lynn Hobbs .......................................................... 478/825-6400
Vice President for Student Success and Enrollment Services
Lynn McCraney .......................................................... 478/825-6291
Vice President for External Affairs
Melody Carter .......................................................... 478/825-6397
Director of CDEP
Isaac J. Crumbly .......................................................... 478/825-6243
Dean, College of Agriculture, Home Economics, and Allied Programs
Govind Kannan .......................................................... 478/825-6320
Interim Dean, College of Arts and Sciences
Berlethia Pitts .......................................................... 478/825-6454
Dean, College of Education
Edward Hill .......................................................... 478/825-6365
Dean, Graduate Studies and Extended Education
Rayton Sianjina .......................................................... 478/825-6338
Executive Director of Enrollment Services
TBA .......................................................... 478/825-6307
Director of Admissions
Calandria Wright .......................................................... 478/825-6307
Registrar
Shareé J. Lawrence .......................................................... 478/825-6282
Financial Aid Director
TBA .......................................................... 478/825-6363
Director of Testing and Preparations Preparation Center
Irene Nelson .......................................................... 478/825-6384
Director of Career Development
Romelda Simmons .......................................................... 478/825-6202
Director of Information Technology
Gary Miller .......................................................... 478/825-6228
Acting Director of Health Services
Carolyn Ingram .......................................................... 478/825-6278
Director, Hunt Library
THE GRADUATE COUNCIL

Dr. Rayton Sianjina .................. Dean, College of Graduate Studies & Extended Education
Dr. Edward Hill ........................................ Dean, College of Education
Dr. Uppinder Mehan.......................... Dean, College of Arts and Sciences
Dr. Govind Kannan ......... Dean, College of Agriculture, Family Sciences & Technology
Dr. Kananur Chandras ...................... Coordinator, Mental Health Counseling
Dr. Jerry Brenner .......... Coordinator, M.S. Rehabilitation Counseling & Case Management
Dr. Dawn Herd-Clark ........ Interim Head, Department of History, Geography, Political Science and Criminal Justice, Coordinator, M.A. History
Dr. George McCommon........... Head, Veterinary Technology and Public Health
Dr. Oreta Samples............................... Interim Coordinator, M.P.H. Environmental Health
Dr. Nirmal Joshee ................................... Coordinator, M.S. Biotechnology
Dr. Brou Kouakou...................................... Coordinator, M.S Animal Science
Dr. Alfreda Manson............................ Coordinator, M.S Ed. Middle Grades Education, Coordinator, M.A.T., Coordinator, M.S.Ed. Early Childhood and Special Education
Dr. Teah Moore .................. Coordinator, M.S.Ed. & Ed.S. School Counselor Education
Mr. Frank Mahitab ................................... Director, Hunt Memorial Library

Animal Science Representative
Biotechnology Representative
Early Childhood and Special Education Representative
Environmental Health Representative
History Representative
Mental Health Counseling Representative
Rehabilitation Counseling and Case Management Representative
Middle Grades Education Representative
School Counselor Education Representative
Graduate Student Representative, College of Agriculture, Family Sciences & Technology
Graduate Student Representative, College of Arts and Sciences
Graduate Student Representative, College of Education
Graduate Student Representative, College of Graduate Studies and Extended Education

ACADEMIC CALENDAR – FULL-TERM – SESSION A
FALL SEMESTER 2014
DESCRIPTION
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline to Apply for Admission and Readmission</td>
<td>6/15/2014</td>
</tr>
<tr>
<td>Deadline to Apply for University Housing for Fall 2014</td>
<td>7/1/2014</td>
</tr>
<tr>
<td>Deadline to Apply for 2014 Graduation</td>
<td>7/1/2014</td>
</tr>
<tr>
<td>Fee Payment Deadline for Fall 2014 (All Students)</td>
<td>8/11/2014</td>
</tr>
<tr>
<td>Institute (Faculty &amp; Staff)</td>
<td>8/11/2014</td>
</tr>
<tr>
<td>New Students Report &amp; Late Registration Starts (New Students Only)</td>
<td>8/14/2014</td>
</tr>
<tr>
<td>University Housing Opens for New Students Only at 9:00 a.m.</td>
<td>8/14/2014</td>
</tr>
<tr>
<td>Welcome to the Valley Week (New Students Only)</td>
<td>8/14-17/2014</td>
</tr>
<tr>
<td>Returning/Readmit Students Report &amp; Late Registration Starts</td>
<td>8/15/2014</td>
</tr>
<tr>
<td>University Housing Opens for Returning/Readmit Students at 9:00 a.m.</td>
<td>8/15/2014</td>
</tr>
<tr>
<td>Late Registration Payment Deadline</td>
<td>8/16/2014</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>8/18/2014</td>
</tr>
<tr>
<td>Deadline for Meal Plan Changes &amp; Housing Cancellations</td>
<td>8/18/2014</td>
</tr>
<tr>
<td>Schedule Change Deadline (Adds)</td>
<td>8/20/2014</td>
</tr>
<tr>
<td>HOLIDAY – Labor Day, University Closed</td>
<td>9/1/2014</td>
</tr>
<tr>
<td>Deadline to Apply for Spring 2015 Graduation</td>
<td>9/2/2014</td>
</tr>
<tr>
<td>Mid-Term of Semester</td>
<td>10/3/2014</td>
</tr>
<tr>
<td>Drop/Withdrawal Deadline &amp; Removing “I” Grades without receiving a failing grade</td>
<td>10/10/2014</td>
</tr>
<tr>
<td>Founder’s Day Observance</td>
<td>11/6/2012</td>
</tr>
<tr>
<td>*Registration for Next Semester - Spring 2015</td>
<td>11/11-13/2014</td>
</tr>
<tr>
<td>University Housing Closes for Fall Break/Thanksgiving Holiday at 12:00 Noon</td>
<td>11/22/2014</td>
</tr>
<tr>
<td>HOLIDAY – FALL BREAK – NO CLASSES (Faculty &amp; Students)</td>
<td>11/24-26/2014</td>
</tr>
<tr>
<td>HOLIDAY – THANKSGIVING (UNIVERSITY CLOSED)</td>
<td>11/27&amp;28/2014</td>
</tr>
<tr>
<td>University Housing Re-opens from Fall Break/Thanksgiving Holiday @ 8 a.m.</td>
<td>11/30/2014</td>
</tr>
<tr>
<td>Classes resume from Fall Break &amp; Holiday</td>
<td>12/1/2014</td>
</tr>
<tr>
<td>Classes End</td>
<td>12/8/2014</td>
</tr>
<tr>
<td>Reading Day</td>
<td>12/9/2014</td>
</tr>
<tr>
<td>Final Exams</td>
<td>12/10-12/2014</td>
</tr>
<tr>
<td>Last Day to Check Out &amp; Return Books for the Semester</td>
<td>12/12/2014</td>
</tr>
<tr>
<td>University Housing Closes for Fall 2014 (Excluding Candidates for Graduation)</td>
<td>12/12/2014</td>
</tr>
<tr>
<td>Fall Commencement (9:30 a.m. HPE Complex)</td>
<td>12/13/2014</td>
</tr>
<tr>
<td>University Housing Closes for Candidates for Graduation @ 6:00 p.m.</td>
<td>12/13/2014</td>
</tr>
<tr>
<td>Grades Due for Fall 2014 by 12:00 Noon</td>
<td>12/15/2014</td>
</tr>
</tbody>
</table>

**ACADEMIC CALENDAR – MINI-MESTER I – SESSION B**

**SPRING SEMESTER 2014**

**DESCRIPTION**

**DATES**

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
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<tbody>
<tr>
<td>Deadline to Apply for Admission and Readmission</td>
<td>6/15/2014</td>
</tr>
<tr>
<td>Deadline to Apply for University Housing for Fall 2014</td>
<td>7/1/2014</td>
</tr>
<tr>
<td>Deadline to Apply for Fall 2014 Graduation</td>
<td>7/1/2014</td>
</tr>
<tr>
<td>Fee Payment Deadline for Fall 2012 (All Students)</td>
<td>8/11/2014</td>
</tr>
<tr>
<td>Institute (Faculty &amp; Staff)</td>
<td>8/11/2014</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>New Students Report &amp; Late Registration Starts (New Students Only)</td>
<td>8/14/2014</td>
</tr>
<tr>
<td>University Housing Opens for New Students Only at 9:00 a.m.</td>
<td>8/14/2014</td>
</tr>
<tr>
<td>Returning/Readmit Students Report &amp; Late Registration Starts</td>
<td>8/15/2014</td>
</tr>
<tr>
<td>University Housing Opens for Returning/Readmit Students at 9:00 a.m.</td>
<td>8/15/2014</td>
</tr>
<tr>
<td>Meal Plan Begins at 12:00 Noon</td>
<td>8/15/2014</td>
</tr>
<tr>
<td>Late Registration Payment Deadline</td>
<td>8/16/2014</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>8/18/2014</td>
</tr>
<tr>
<td>Schedule Change Deadline (Adds)</td>
<td>8/20/2014</td>
</tr>
<tr>
<td>HOLIDAY – Labor Day, University Closed</td>
<td>9/1/2014</td>
</tr>
<tr>
<td>Mid-Term of Semester</td>
<td>9/4/2014</td>
</tr>
<tr>
<td>Drop/Withdrawal Deadline &amp; Removing “I” Grades without receiving a failing grade</td>
<td>9/11/2014</td>
</tr>
<tr>
<td>Classes End</td>
<td>10/7/2014</td>
</tr>
<tr>
<td>Final Exams</td>
<td>10/8/2014</td>
</tr>
<tr>
<td>University Housing Closes for Fall 2014 (Excluding Candidates for Graduation) at 12:00 Noon</td>
<td>10/8/2014</td>
</tr>
<tr>
<td>Grades Due for Mini-Mester I – Session B by 12:00 Noon</td>
<td>10/9/2014</td>
</tr>
</tbody>
</table>

**ACADEMIC CALENDAR – MINI-MESTER II – SESSION C**

**FALL SEMESTER 2014**

**DESCRIPTION**

**DATES**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline to Apply for Admission and Readmission</td>
<td>6/15/2014</td>
</tr>
<tr>
<td>Deadline to Apply for Fall 2014 Graduation</td>
<td>7/1/2014</td>
</tr>
<tr>
<td>Deadline to Apply for University Housing for Fall 2012</td>
<td>7/1/2014</td>
</tr>
<tr>
<td>Deadline to Apply for Spring 2015 Graduation</td>
<td>9/2/2014</td>
</tr>
<tr>
<td>Registration for Mini-Mester II – Session C</td>
<td>10/10/2014</td>
</tr>
<tr>
<td>Fee Payment Deadline for Mini-Mester II – Session C (Must pay for additional hours if registered for Session A)</td>
<td>10/10/2014</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>10/13/2014</td>
</tr>
<tr>
<td>Late Fee Assessed &amp; Late Registration Ends (Payment)</td>
<td>10/13/2014</td>
</tr>
<tr>
<td>Schedule Change Deadline (Adds)</td>
<td>10/14/2014</td>
</tr>
<tr>
<td>Mid-Term of Semester</td>
<td>10/29/2014</td>
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<tr>
<td>Drop/Withdrawal Deadline &amp; Removing “I” Grades without receiving a failing grade</td>
<td>11/5/2014</td>
</tr>
<tr>
<td>Founders’ Day Observance</td>
<td>11/6/2014</td>
</tr>
<tr>
<td><em>Registration for Next Semester - Spring 2013</em></td>
<td>11/11-13/2014</td>
</tr>
<tr>
<td>University Housing Closes for Fall Break/Thanksgiving Holiday at 12:00 Noon</td>
<td>11/22/2014</td>
</tr>
<tr>
<td>HOLIDAY – FALL BREAK – NO CLASSES (Faculty &amp; Students)</td>
<td>11/24-26/2014</td>
</tr>
<tr>
<td>HOLIDAY – THANKSGIVING (UNIVERSITY CLOSED)</td>
<td>11/27&amp;28/2014</td>
</tr>
<tr>
<td>University Housing Re-opens from Fall Break/Thanksgiving Holiday @ 8 a.m.</td>
<td>11/30/2014</td>
</tr>
<tr>
<td>Classes resume from Fall Break &amp; Holiday</td>
<td>12/1/2014</td>
</tr>
<tr>
<td>Early Exams for Candidates for Graduation</td>
<td>12/3 &amp; 4/2014</td>
</tr>
<tr>
<td>Grades Due for Candidates for Graduation (12:00 Noon)</td>
<td>12/5/2014</td>
</tr>
<tr>
<td>Classes End</td>
<td>12/8/2014</td>
</tr>
<tr>
<td>Reading Day</td>
<td>12/9/2014</td>
</tr>
<tr>
<td>Final Exams</td>
<td>12/10-12/2014</td>
</tr>
<tr>
<td>Last Day to Check Out &amp; Return Books for the Semester</td>
<td>12/12/2014</td>
</tr>
</tbody>
</table>
University Housing Closes for Fall 2012 (Excluding Candidates for Graduation) at 12:00 Noon...... 12/12/2014  
**Fall Commencement (9:30 a.m. HPE Complex)** .................................................. 12/13/2014  
University Housing Closes for Candidates for Graduation @ 6:00 p.m. ............... 12/13/2014  
**Grades Due for Mini-Mester II – Session C by 4:00 p.m. .......................... 12/16/2014**

**The University System of Georgia**
The University System of Georgia consists of thirty public colleges and universities located in every key region of the state. From Brunswick in the Southeast and Bainbridge in the Southwest to Dalton and Rome in the Northwest and Dahlonega in the Northeast, most Georgians live within commuting distance of one or more System institutions. These institutions offer programs of study and degrees in various fields. Students can choose a range of programs according to their talents and interests, from one-year certificate programs to doctoral degree programs.

**Research Universities**
- Georgia Institute of Technology
- Georgia State University
- Georgia Regents University
- University of Georgia

**Regional Universities**
- Georgia Southern University
- Valdosta State University

**State Universities**
- Albany State University
- Atlanta Metropolitan College
- Armstrong Atlantic State University
- Bainbridge College
- Augusta State University
- Clayton State University
- Darton College
- Columbus State University
- East Georgia College
- Fort Valley State University
- Georgia Highlands College
- Georgia College & State University
- Georgia Perimeter College
- Georgia Southwestern State University
- Middle Georgia State College
- South Georgia College
- Kennesaw State University
- Waycross College
- North Georgia College & State University
- Savannah State University
- University of West Georgia

**State Colleges**
- Abraham Baldwin Agricultural College (ABAC)
- College of Coastal Georgia
Fort Valley State University Accreditation and Memberships
Fort Valley State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools - 1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number (404) 679-4501 to award associate, baccalaureate, master's and specialist degrees. Letters of accreditation are available upon request in the President's Office.

Other University degree programs which are accredited by discipline associations are:

- The Veterinary Science Technology Program, accredited by the American Veterinary Medical Association (AVMA)
- The Family and Consumer Sciences Program, accredited by the American Association of Family and Consumer Sciences
- The Child Development programs, accredited by the National Academy of Early Childhood Development Programs of the National Association for the Education of Young Children (NAEYC)
- The Electronic Engineering Technology Program, accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (111 Market Place, Suite 1050, Baltimore, MD 21202)
- The Rehabilitation Counseling & Case Management Program, accredited by the Council on Rehabilitation Education
- The College of Education, accredited by National Council for Accreditation of Teacher Education (NCATE)

The University also maintains the following memberships:
- American Association of Collegiate Registrars and Admissions Officers
- American Association of State Colleges and Universities
- American Council on Education
- American Association for Higher Education
- American Dietetics Association
- American Library Association
- American Counseling Association
- Association of Collegiate Business Schools and Programs (A.C.B.S.P.)
- Association for the Study of African American Life and History, Inc.
- Association of Administrators of Home Economics
- Association of American Colleges
- College Entrance Examination Board
- College Placement Council, Inc.
- Committee for the Humanities
- Conference on College Composition and Communication 13
- Conference of Southern Graduate Schools
- Council of 1890 College Presidents
- Council of Historically Black Graduate Schools
- Georgia Library Association
- National Association of Campus Activities
- National Association of College Deans, Registrars and Admission Officers
History of the University

The Fort Valley State College has as part of its heritage the educational contributions of the Fort Valley Normal and Industrial Institute, and the State Teachers and Agricultural College at Forsyth.

Fort Valley State College’s First College Catalog, 1939
Fort Valley State College was established in 1895 as the Fort Valley High and Industrial School. In 1902, William Merida Hubbard founded the State Teachers and Agricultural College in Forsyth that, in 1939, merged with the Fort Valley School to become Fort Valley State College. It became Fort Valley State University in June 1996.
The only 1890 land-grant school in Georgia, Fort Valley State University is a comprehensive institution providing an educational experience of exceptional quality. The University is located in the town of Fort Valley in Peach County, the original site of the nation’s peach industry. Its 1,365 acre campus is the second largest (in acreage) public university in the state.
The University's almost 4,000 students represent 130 of Georgia's 159 counties, more than 30 states and about 10 countries. Ninety-four percent of the student body is of African descent. The average age is 24 for undergraduates and 33 for graduate students. About half of the students live on campus, and 85 percent attend college fulltime.
The University offers bachelor's degrees in more than 50 majors - education, business administration, biology, criminal justice and agriculture are particularly popular - as well as master's degrees in Public Health, Animal Science, Biotechnology, Mental Health Counseling, Rehabilitation Counseling & Case Management, History, Middle Grades Education, Early Childhood/Special Education, School Counselor Education, the Master of Arts in Teaching and the Specialist in School Counselor Education. In an effort to accommodate our graduate and non-traditional students, external degree program courses are also offered at the off-campus site in Warner Robins. Online bachelor's degree programs include English: Technical and Professional Writing, Political Science, Psychology and Criminal Justice. The master's degree in Rehabilitation Counseling and Case Management also is available online.
Fort Valley State's Cooperative Developmental Energy Program (CDEP) is the only one of its kind in the nation, preparing students for energy-industry careers in science and geology. Outreach services include Fort Valley's Cooperative Extension Program, where extension specialists operate in 42 counties and the C. W. Pettigrew Farm and Community Life Center, which hosts more than 500 courses and events for 51,000 patrons each year. Continuing Education courses also are available in Warner Robins and Fort Valley.
Students have many opportunities for extracurricular involvement at the University, including honor societies, the marching band, concert choir, Baptist Student Union Choir and cheerleading. There are more than 70 clubs, sororities, fraternities and social organizations on campus. Athletic opportunities include intramural sports and intercollegiate men's and women's track and basketball teams. The championship football team, a member of the Southern Intercollegiate Athletic Conference, has produced many notable professional sports figures.

Significant events in the history of the University follow:

**1895 - 1920**
- 1895 - The Fort Valley High and Industrial School was chartered in 1895.
- 1902 - The State Teachers and Agricultural College of Forsyth was founded by William Merida Hubbard.
- 1902 - Mr. John W. Davison, who led the chartering of the Fort Valley High and Industrial School, was elected its first principal.
- 1903 - Davison resigned as principal of the Fort Valley High and Industrial School.
- 1904 - Henry Alexander Hunt became the school’s second principal.
- 1904 - Miss Anna Jeanes donated $5,000 to erect a frame school building and a shop; Jeanes Hall was named in her honor.
- 1908 - Mr. Collis P. Huntington, the great railroad financier, contributed $25,000 for a girls’ dormitory. Huntington Hall was named in his honor.
- 1916 - Jeanes Hall was remodeled and Royal C. Peabody provided funds for the construction of the Trades Building that bears his name.
- 1919 - The institution became affiliated with the American Church Institute of the Protestant Episcopal Church.

**1921 - 1940**
- 1925 - The Carnegie Foundation provided funds for the erection of the Carnegie Library.
- 1929 - The Academic Building was erected with funds contributed by the General Education Board and friends.
- 1930 - Ohio Hall was erected with funds contributed by the Episcopal Church of the State of Ohio.
- 1931 - Henry Alexander Hunt was awarded the Springarn Medal.
- 1932 - Samuel Henry Bishop donated funds for the erection of the dining hall.
- 1934 - The original college infirmary was erected and dedicated to Florence Hunt.
- 1938 - Henry Alexander Hunt died on October 1.
- 1939 - Negotiations begun by Hunt to transfer the school to state control and operation were consummated; the work formerly carried on at the State Teachers and Agricultural College was consolidated with the work at Fort Valley to form the Fort Valley State College.
- 1939 - Dr. Horace Mann Bond was elected first President of Fort Valley State College (FVSC).

**1941 - 1960**
- 1940 - Dr. W. E. B. DuBois delivered the first Founder’s Day address on October 10; it was entitled “The Significance of Henry Hunt.”
- 1941 - Cooperative houses were erected and named in honor of William Merida Hubbard.
- 1945 - Dr. Horace Mann Bond resigned from the presidency.
- 1945 - Dr. Cornelius V. Troup was appointed as the second President.
1946 - The Veterans Unit was constructed.
1947 - The Board of Regents adopted a resolution moving the Land-Grant designation from Savannah State College and designating the Fort Valley State College as the 1890 Land-Grant College for Negroes in Georgia.
1948 - John W. Davison Hall was dedicated.
1949 - The Georgia General Assembly, in response to the Regents’ resolution, officially designated The Fort Valley State College as the Land-Grant College for Negroes in Georgia.
1952 – FVSU student Catherine Hardy won a gold medal as a member of the winning 400-meter women’s relay team at the Olympic Games at Helsinki, Finland.
1952 - The Leroy Bywaters Building, formerly the H.A. Hunt Library, was dedicated.
1952 - The Henry Alexander Hunt Memorial Library was dedicated on April 29.
1953 - The Home Management House for Home Economics, Maintenance Warehouse for the Buildings and Grounds Department, General Purpose Barn, Farm Equipment Shed, and Deep Well for the Division of Agriculture were made available for college use.
1954 - The Alva Tabor Agriculture Building opened for occupancy on October 10
1957 - The William M. Hubbard Education Building was dedicated.
1957 - Football Stadium constructed.
1957 - The College received full membership in the Southern Association of Colleges and Schools, and was among the first of the HBCUs to be admitted.
1957 - The Graduate Division was begun in the Fall.
1959 - The George N. Woodward Health and Physical Education Building was dedicated on December 11.
1964 - The Sophia Moore Dormitory was dedicated on October 10. 1965 - The Anthony D. Watson Dormitory dedicated November 21.
1966 - The Henrietta Walden Myers Home Economics Building was completed.
1966 - William Madison Boyd Hall opened for occupancy.
1966 - Dr. C. V. Troup retired as President on June 20.
1966 - Dr. W. W. E. Blanchet was appointed as the third President.
1967 - The Lottie M. Lyons Student Union Building opened.
1968 - The Agricultural Mechanics Building opened for occupancy.
1971 - 1980
1971- The College became accredited by the National Council for the Accreditation of Teacher Education (NCATE).
1972 - The Food Service Center was erected.
1972 - FVSC’s first regionally televised football game appeared on ABC Television (FVSC vs. Fisk University at the Wildcat Stadium).
1973 - Dr. W. W. E. Blanchet retired as President; received Emeritus status.
1973 - Dr. C. W. Pettigrew was appointed fourth President.
1974 - First acquisition of property on State College Drive.
1975 - The annex to Sophia Moore Hall was completed.
1975 - The Henry Alexander Hunt Memorial Library/Learning Resources Center was completed.
1975 - The new Florence Hunt Infirmary opened for occupancy.
1976 - The Horace Mann Bond classroom building dedicated.
1977 - Dr. C. V. Troup died on May 9.
1978 - The College became accredited by the Engineering Council for Professional Development/Accreditation Board of Engineering and Technology (ECPD/ABET).
1979 - The Plant Operations and Maintenance Building was named the Albert T. Wilson-Timothy Roberts Building.
1979 - The Agricultural Mechanics Building named for Dr. Cozy L. Ellison.
1979 - The Leroy Bywaters Business Building opened for occupancy.
1979 - The Perimeter Road was named Memorial Drive.
1979 - The College became accredited by the American Association of Veterinary Medicine.
1980 - Fort Valley State College's first Fact Book was produced.
1981 - The circle at the front entrance of the campus was named College Circle.
1982 - Dr. C. W. Pettigrew died in office on June 11.
1982 - Dr. Walter W. Sullivan was appointed Acting President and continued to serve as Dean of Academic Affairs.
1982 - The C. W. Pettigrew Endowment Fund was initiated.
1982 - The Learning Resource Center initiated the Homie Regulus Collections.
1983 - Dr. Luther Burse was appointed fifth President on October 1.
1985 - Fort Valley State College appeared on ABC TV's "Good Morning America," May 16.
1986 - Fort Valley State College received approval to offer the Bachelor of Science Degree in Veterinary Science.
1986 - The Academic Honors Program was initiated.
1987 - Fort Valley State College received approval to offer Electronics Engineering Technology courses at Robins Air Force Base, Warner Robins, Georgia.
1987 - The C. W. Pettigrew Farm and Community Life Center was dedicated.
1987 - The Georgia Small Ruminant Research and Extension Center, under the auspices of the Agricultural Research Station, became fully operational.
1988 - Dr. Melvin E. Walker, Jr. was appointed Acting President for Fort Valley State College.
1990 - Dr. Oscar L. Prater was appointed as the sixth President on August 9.
1991 - 2000
1994 - The Centennial Inauguration and Founders' Day Celebration was held on November 3.
1995 - The Computer Technology Mathematics (CTM) Building was opened for occupancy on August 18.
1995 - FVSC was changed from a Level III to a Level IV School by Southern Association of Colleges and Schools (SACS).
1996 - Fort Valley State College was designated by the University System of Georgia as Fort Valley State University, a State and Land-Grant University on June 12.
1996 - Opening Convocation for displaying the new University seal and for the new access road which was named University Boulevard, October 1.
1998 - Ribbon Cutting Ceremony for the Meat Technology Center, College of Agriculture, Home Economics and Allied Programs, April 21. 18
2001 - 2010 2001 - Dr. Kofi Lomotey was appointed as the seventh President, October 15. 2001 - The ribbon cutting ceremony was held for the Evans Building.
2002 - The African World Studies Institute was established. 2002 - Alma Bass donated money to repair the historic clock tower at Founders Hall.
2002 - The first annual African World Film Festival was held. 2002 - The Lady Wildcats capture the SIAC title for the third year. First time in SIAC History.
2002 - The John W. Davison Lecture Series was initiated.
2003 - The ribbon cutting ceremony for Fort Valley State University in Warner Robins was held on October 26.
2003 - Fort Valley State University received approval to offer a dual degree program in Food and Nutrition/Hotel Administration.
2003 - The American Meteorological Society’s (AMS) Online Weather Studies Diversity Program: WeatherNet Program was established.
2004 - Fort Valley State University received the 2004 Trumpet Award for Higher Education Institution of the Year.
2004 - Fort Valley State University received approval to offer degrees in Liberal Studies and African World Studies.
2005 - Dr. William Harris was appointed as interim President.
2005 - The ribbon cutting for the Educational Outreach Building at the SunBelt Expo in Moultrie, Georgia was held October 18, 2005.
2006 - Dr. Larry Rivers was appointed as the eighth President, February 8th and took office on March 14, 2006.
2006- The ribbon cutting ceremony for the Fort Valley State University New Addition to the Warner Robins Center was held on May 31, 2006.
2007 - The Wildcat Commons, Phase I and II, provided apartment-style dormitories.
2008 - Construction began on a new Wildcat Stadium and student amenities building
2008 - Construction began on The Wildcat Commons, Phase III
2008 - The Hendricks House, off campus, was remodeled to become the Agricultural Technology Conference Center
2008 - Construction began on a new academic building for the sciences
2009 - FVSU earned the #21 spot among historically black colleges and universities (HBCUs) in the 2010 edition of America’s Best Colleges by U.S. News Media Group.
2009 - Ribbon-cutting ceremony on Friday, May 1 to celebrate the completion and grand opening of the Wildcat Commons (Phase III), $16-million, 126,430 square-foot, state-of-the-art facility that offered 378 additional beds for students beginning the summer session.
2009 - Enrollment increased from 2,171 in fall 2006 to 3,621, fall 2009.
2009 - A new $9 million stadium opened in August to kick off the Wildcat football season.
2009 - The Board of Regents approved College of Education programs in Agriculture Education 6-12, Special Education General Curriculum/Early Childhood Education P-5, Middle Grades Education 4-8 and School Counselor Education.
2009 - FVSU initiated the webcasting of animal surgeries on the university website.
2009 - Dedication of Henry Alexander Hunt and Florence Johnson Hunt Memorial Statues at Wildcat Commons.
2009 - Groundbreaking ceremony of the SAFE - State Animal Facility for Emergencies- initially funded with $750,000 from the state of Georgia; the facility is expected to house large and small animals during natural and manmade disasters.
2009 - Master of Science in Biotechnology approved by the Board of Regents.
2010 - Seventy-four commemorative bricks at Blossoms in the Valley - The Betty H. Rivers Camellia Garden.

2010 - The College of Agriculture, Home Economics and Allied Programs was renamed The College of Agriculture, Family Sciences and Technology.

2010 - $42,077 to improve teacher quality in the state was awarded to Fort Valley State University’s College of Education and the Department of Mathematics and Computer Sciences.

2010 - FVSU had the highest level of spring enrollment ever at 3783.

2010 - The Fort Valley State University exhibition at the Tubman African American Museum was showcased from April 16-July 3 allowing visitors to peer into the university's history. The five-part show highlighted FVSU's evolution from a small industrial school to a sprawling land-grant state university.

2010 - A Ribbon cutting ceremony held on August 25 signaled the official opening of the Academic Classroom and Laboratory Building (ACL).

2010 - The Student Amenities Building celebrated its official grand-opening during a ribbon-cutting ceremony on Aug. 11. The 28,000 square foot facility houses two new restaurants – Quizno's Subs and the first Chick-fil-A restaurant on a Georgia HBCU campus.

2010 - Fort Valley State University’s enrollment increased to the largest number in the institution’s 115 year history—3,843 students.


2010 - Georgia Trend magazine named Dr. Larry E. Rivers to its list of the Top 25 Leaders in Georgia.

2010 - The U. S. Department of Transportation funded $1.5 million for continuation of the streetscape and beautification initiative on the main thoroughfare leading to the FVSU campus. A request for funding was submitted by the Middle Georgia Regional Commission (MGRC), under USDOT’s TIGER II program and approved.

2010 - Master of Arts in Teaching approved by the Board of Regents.

2011 - Present

2011 - Fort Valley State University celebrated 10-year reaffirmation of accreditation by Southern Association of Colleges and Schools (SACS).

2011 - Fort Valley State University was the only 1890 land-grant institution selected to participate in the Agriculture and Food Research Initiative (AFRI) Competitive Grants program at the U.S. Department of Agriculture, receiving nearly $1 million as a first-time recipient from the USDA’s National Institute of Food and Agriculture agency to research energy crops for the next five years

2011 - A second group of FVSU students embarked on a journey to China for an educational, cultural, and enriching experience.

2011 - A donation of $1.5 million was presented on behalf of President Obama, the U.S. Department of Defense and Congressman Sanford Bishop to benefit STEM (science, technology, engineering, mathematics) students who are CDEP participants. It was the highest amount awarded to the CDEP program in 28 years.

2011 - The Georgia Board of Regents featured artwork of Fort Valley State University students. Still portraits, abstracts and paintings by commercial design students took center stage at the BOR Black History Month Exhibit, which started Feb. 11 and ended March 17.

2011 - The Banks-Pierro-Rutland-Bellamy Colloquium celebrated its 31st anniversary.
2011- In five years, Dr. Judy Carter and staff won reactivation of the College of Education’s teacher educator program by the National Council for Accreditation of Teacher Education (NCATE).

2011- The first issue of the Fort Valley State University Research Report provided a glimpse of the compelling research conducted and presented by faculty and administrators at conferences, workshops and symposiums throughout the world. Stories featured investigate e.coli’s effect on the nation’s food supply, the use of DNA evidence in exonerating felons and the medicinal uses of plants.

2011- The Veterinary Technology program received a State Animal Facility for Emergencies (SAFE) Center award of a $5,000 that will be used to fill FVSU’s animal refuge with supplies.

2011- Dr. Fred van Hartesveldt, chair of the Department of History, Geography, Political Science and Criminal Justice, received approval from the Board of Regents to offer a master’s degree program in History. The program will offer three concentration tracks: General History (available for public school teachers), African-American History and Military History. The program offers a thesis and a non-thesis option for applicants.

2012- Huntington Hall renovations were completed. Housed there are the Office of the President and the Office of External Affairs.

2012- Renovation of Miller Hall was completed.

2013 – Ivelaw Lloyd Griffith was named President of Fort Valley State University

2014 - Ivelaw Lloyd Griffith was inaugurated as President of Fort Valley State University

**Mission and Goals of the University**

**Mission**
The mission of The Fort Valley State University is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The University’s primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 110 years of experience and tradition. Additionally, the University recognizes with great pride and desires to further its responsibilities as Georgia’s 1890 Land Grant institution by offering programming excellence in agriculture, agribusiness, family and consumer sciences, extension, and military science, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

The University’s primary commitments extend, as well, to:

- community outreach through the concept of the “communiversity,” an approach that highlights the connection of community and university;
- expanding service beyond the campus, as well as within, so that the institution addresses in a meaningful manner the broad diversity—human and technical—of needs in our home region and state as well as nationally and internationally;
- sparking within our students an enduring interest in learning and providing the tools and skills necessary to maintain that interest through life;
- preparing students through a mentoring approach for the opportunity to serve their fellow man while enjoying the opportunity provided by hard work and achievement to live the quality of life inherent in the American dream;
encouraging and supporting creative expression, innovation, honesty, and integrity as endeavors of lasting and intrinsic merit;
providing a productive environment for cutting-edge academic and practical research in, among other fields, agriculture, aquaculture, veterinary medicine, biotechnology, energy, environment, social and behavioral sciences, and the humanities; and
otherwise acting to enlighten, enrich, and inspire by example those whom we serve.

Vision
The vision of the Fort Valley State University community centers upon its commitment to illuminate the rich heritage, influence, and educational opportunities inherent in the historically black college and university experience in a manner that applies and adapts that experience successfully for a diverse twenty-first century.

Vision Statement of Graduate Studies and Extended Education
The mission of the College of Graduate Studies & Extended Education is to advance the cause of education for the adult learner and members of the workforce by means of graduate programs in Agriculture, Arts & Sciences and Education; undergraduate programs at external sites; distance education; and non-credit courses and programs for professional and personal development. It is a priority of the college to serve adult learners and the military. The faculty and staff of the college have a commitment to pursue academic and practical research, to mentor students, and to share research and expertise with colleagues and community members.

Campus Facilities
The university grounds include approximately 1,365 acres of cleared, wooded and developed land, of which about eighty acres are used for the main portion of the campus. Most of the remaining acreage provides for agricultural research and future expansion. The University has forty three main buildings, thirteen of which provide comfortable residential accommodations for students.
The campus buildings form a pleasant blend of architectural art of the early 1900s with design features of succeeding decades. Initially, the campus was built around an oval which is now the Quadrangle. It serves as the focal point of the main campus area and the setting for many major outdoor activities.

Non-Residential Buildings
Founders Hall, overlooking the campus quadrangle, was named in memory of the eighteen men who signed the original charter in 1895, establishing the Fort Valley High and Industrial School. Founders Hall, once called the Academic Building, houses the Department of Fine Arts and Humanities. The distinctive clock tower on the roof of Founders Hall is depicted in the University's emblem.
The Carnegie Building, constructed in 1925 as a gift of the Andrew Carnegie Foundation, houses the Honors Program.
The Benjamin S. Anderson House, residence of founder F. W. Gano, is the oldest building on the campus. The Biggs Collection of period furnishings dating from 1860–1900 is housed here.
The Royal C. Peabody Building, named as a memorial to the brother of George Foster Peabody house Institutional Advancement and Research and Student Support Services.
The F. W. Gano Building, previously known as the Training School, houses the Department of Military Science and the Head Start program.
Samuel Henry Bishop Hall, named for the philanthropist who contributed funds toward its original construction in 1932, served as the college dining hall. After a third complete renovation and addition, it will provide up-to-date facilities for the Mass Communications Department.

Patton Hall, named for Robert W. Patton, was erected in 1937 to house the Department of Home Economics. Renovated in 1969, it now provides office, studio and classroom space for programs in the areas of voice, instrumental music, band, and chorus.

The Leroy Bywaters (Sr.) Building, built in 1952, was originally the Hunt Memorial Library. Remodeled in 1979 and named for one of the institution's first athletic coaches, the Bywaters Building houses the Department of Business Administration and Economics and Campus Police and Safety.

The Alva Tabor Agriculture Building was constructed in 1954. It houses office, classroom and laboratory space. It was named for Alva Tabor, Sr., who served as Head Itinerant Trainer for Negroes and who played a key role in the formation of the New Farmers of America (NFA) and the development of Camp John Hope.

The William Merida Hubbard Education Building houses office and classroom space for the College of Graduate Studies and Extended Education, the School of Education’s administration and faculty and the Military Resource Center. Two electronic teaching laboratories, a media center, two spacious conference rooms, a photographic darkroom, space for a curriculum center and a potential counseling assessment center are housed in this building. It was dedicated in October 1957 in honor of the founder of the State Teachers and Agricultural College of Forsyth.

The George N. Woodward Building was constructed in 1958 and named in honor of long-time local and University physician, Dr. George N. Woodward. This facility houses a gymnasium/auditorium, a natatorium, nautilus center, weight room, offices and classroom space.

The Isaac Miller Science Building was built in 1962 to accommodate the Department of Physics, Mathematics, Biology and Chemistry. It is named in honor of one of the founders of the institution and contains a large lecture room, classrooms, laboratories and faculty offices. The building, renamed Miller Hall, now houses English, Foreign Languages, and Learning support.

Myers Hall, constructed in 1965, houses the Department of Family and Consumer Sciences. The 30,337-square-foot structure accommodates offices, classrooms, laboratories, a nursery and an auditorium. The building is a memorial to Henrietta Walden Myers, long-time teacher of arts and crafts at the institution.

The Lyons Student Center, erected in 1966, was named for Lottie M. Lyons who served as Dean of Women from 1944 to 1957. This center of student life contains a snack bar, the post office, the bookstore and the offices of the Student Government Association.

The Cozy L. Ellison Building was constructed in 1967 and named in honor of Dr. Ellison, a long-time faculty member, Professor of Agronomy and Chairman of the Division of Agriculture. Classrooms, laboratories and shop areas provide space for the Agricultural Mechanics Program.

The Horace Mann Bond Building, named for the first president of Fort Valley State College, was constructed in 1976. Housed in the Bond Building are the Departments of History, Geography, Political Science, and Criminal Justice; Behavioral Sciences; and the Department of Counseling as well as the Talent Search program.

Huntington Hall, originally constructed in 1907, has undergone several transformations: from dormitory to classroom space, from classroom space to a cafeteria and finally from a cafeteria to administrative offices before it closed in the late 1980s. The building has been renovated and now houses the Division of External Affairs.
The O'Neal Building, constructed in 1979, along with the adjacent O'Neal Annex, houses the Veterinary Technology Program and the Public Health: Environmental Health Program. Mr. Otis S. O'Neal, for whom the building was named, was a county agent in Houston County and also taught agriculture at FVSU from 1910 to 1950. Recent additions to the O'Neal Building have resulted in a state-of-the-art facility of approximately 21,000 square feet.

The Stallworth Agricultural Research Building was named in honor of Dr. Houston Stallworth, Professor of Agriculture, who served the Division of Agriculture in many capacities, including Chairman of the Division. The facility, constructed in 1983, houses scientific research laboratories and other support areas.

The Stallworth Biotechnology Research Center was completed in 2013.

The C. W. Pettigrew Farm and Community Life Center, completed in 1987 and named for President Cleveland Pettigrew, is a conference, convention and performing arts center in which the University sponsors a variety of outreach programs. The facility houses the Center's administrative offices, the Fort Valley State University Cooperative Extension Program, the Extended Education and Outreach Office and the University of Georgia Cooperative Extension Service district office. The building also houses ten fully equipped seminar rooms; a specially designed media room; a demonstration kitchen for home economics and food technology workshops; a 600-seat auditorium with state-of-the-art systems for sound, lighting, and a video projection system; a video distribution system with computer/video projection systems in most of the rooms; a spacious lobby; a second-floor balcony, and a snack bar and holding kitchen that will accommodate 260 people.

The C. V. Troup Administration Building, completed in 1988 and named for President Cornelious V. Troup, houses the administrative offices of Academic Affairs, Student Affairs, Business and Finance, Human Resources, the compliance Office, and the Office of the President.

The Agriculture and Technology Conference Center, a showcase, late 19th century, home, near the intersection of Camp John Hope Road and Highway 341, was purchased by Fort Valley State University in 1989. A 6000 square foot addition has been completed, and it serves as headquarters for the College of Agriculture, Family Sciences and Technology Development and Transfer Center.

The Extension Service Communications Production Center, a one-story structure, was completed in 1991. It is a 12,450 square foot facility well equipped for audio-video production, production-print layout and design, television production and dial-access information system.

The W.W. E. Blanchet Computer Technology and Mathematics (CTM) Building, completed in 1995 and named for President Waldo Blanchet,, houses the Department of Computer Science and Mathematics, the office of the Dean of the College of Arts Sciences and Education, the Cooperative Developmental Energy Program (CDEP), and the University Computer Center. The CTM Building features an auditorium with a seating capacity of 295.

The Georgia Small Ruminant Research and Extension Center is one of the most modern research facilities in the Southeast. In 1999, a major facility (15,000 square feet) which houses animal science research, teaching and extension programs, was completed and provides an abattoir, a large classroom, and three well-equipped laboratories.

Wildcat Stadium. The new stadium was completed in 2009.

New Student Amenities Building. Completed in 2010.

The Health and Physical Education Complex is a state-of-the-art facility that provides support for the Health and Physical Education major, as well as for major and basic programs and recreational opportunities for the total University. This facility houses classrooms, seminar and
conference rooms, laboratories, an eight lane swimming pool, a 5,000 seat arena, courts for
basketball, badminton and an indoor walking track.
The **Warner Robins Center**, located at 151A Osigian Blvd., Warner Robins GA 31088, is one
block from the Galleria Mall on Watson Blvd. and was expanded in 2005. Five graduate
programs offer classes here (Animal Science, History Public Health and Biotechnology are on
the main campus in Fort Valley). Undergraduate classes along with adult Continuing Education
programs and a summer camp for children are located here, also.

**Other Land Areas and Facilities:** There are 450 acres of fertile land with sections or pockets of
most major soil types found throughout the State of Georgia. Approximately 200 acres of this
land is open, relatively flat and suitable for experimental plots. Irrigation is available on
approximately 150 acres. All acreage is secured by a seven-foot security fence.
There are many structures and facilities available for research purposes including Head Houses,
Goat Center Administration, Greenhouses, and the like.

Other buildings which provide support services are the **Wilson-Roberts Building** constructed in
1969 and named for Mr. A. T. Wilson, Sr., teacher of Industrial Arts, and Mr. Timothy Roberts
who served in the area of custodial services for many years; the **Florence J. Hunt Health
Center**, built in 1973 in honor of Florence Johnson Hunt, wife of Mr. Henry A. Hunt, Sr. (the
original Hunt Infirmary was constructed in 1934), now the University’s Health Center; the
comfortable and attractively decorated **Food Service Center** which was built in 1971 offering
the appropriate atmosphere for regular dining, special luncheons and banquets.

**Residence Halls**
Fort Valley State University has seven residence halls with 982 comfortable living spaces for
students who prefer on-campus housing.

**Jeanes Hall**, a remodeled facility of the original frame structure built around 1900, is named in
honor of philanthropist Anna T. Jeanes. The new building is more centrally located and was built
in 1953.

**William Madison Boyd Hall** was constructed in 1965 and named in honor of Dr. Boyd who was
a dedicated professor of the Social Sciences.

**John W. Davison Hall**, erected in 1948 and renovated in 1975, is named in honor of one of the
founding fathers and the first principal of the Fort Valley High and Industrial School.

**Sophia Moore Hall** was built in 1964. An annex was added in 1976. The main building and
annex can accommodate 154 students. Ms. Moore was a Supervisor of Custodial Services, circa
1920 -1930.

**Anthony D. Watson Hall** was constructed in 1965 and named for Mr. Watson who served the
University as Superintendent of Buildings and Grounds for a number of years. The building was
partially renovated in 1985.

**Josephine Lewis Hall** residence hall, often called Josie Hall, was erected in 1969. It
memorializes a woman who served the institution for many years as Residence Hall Director.

**Ohio Hall**, renovated to serve as an Honors Dormitory, was built in 1930 as a residence hall. Its
construction was made possible through gifts from the Episcopal Diocese of Ohio, the American
Church Institute, the General Education Board and other friends of the University.

**The Wildcat Commons** provides apartment-style living for students. Phase I and II included
five dormitory buildings and a clubhouse and was completed in 2007. Phase III added two more
four-story buildings in 2009.
University Services and Resources

The Henry A. Hunt Memorial Library
Frank Mahitab, Interim Director
478/825-6342 Fax 478-825-6663

The Hunt Memorial Library, also called the Learning Resources Center or LRC, is named in honor of Mr. Henry A. Hunt, Sr., the second principal of the Fort Valley Normal and Industrial School. “The mission of the Hunt Library is to support study and research by providing a collection of print and non-print (including digital) resources for use by students and faculty. The library also offers a variety of services, instruction, and cultural and extra-curricular activities. In achieving its goals the library helps students become critical and effective information users. The goals of the Library are to provide:

1) excellent instruction in research skills such as development of bibliographies;
2) knowledge of the variety of resources and their formats available for scholarship, research, and community outreach;
3) familiarity of modern technology and materials for supporting teaching; and
4) excellent library faculty and staff to enhance the effectiveness of services

In fulfilling these basic goals, the Library participates in the virtual Georgia Library Learning On-line Interconnected Libraries (GALILEO), a statewide system of scholarly databases. In addition, services include a twenty-four hour computer lab with thirty-two work stations, a valuable African American special collection of manuscripts, books and nonprint resources housed in the Heritage Collection and Archives, media equipment and the on-line public access catalog.

The Library has a seating capacity of 650, open stacks, a collection of more than 191,000 printed volumes, 27,417 electronic books, 346,000 microform units, and 1,200 paper and microform subscriptions.

Library Hours:
Monday - Thursday 8 a.m. - 10 p.m.
Friday 8 a.m. - 5 p.m.
Saturday 1 p.m. - 5 p.m.
Sunday 3 p.m. - 10 p.m.

Computer lab is accessible for your convenience 24 hours a day, 7 days a week.

Services hours are as follows:
Monday - Thursday 9 a.m. - 6 p.m.
Friday 8 a.m. - 5 p.m.
Closed on weekends
Extended hours are provided as needed.

Warner Robins Library Center
Monday - Thursday 5.m. - 9 p.m.
Friday 9 a.m. - noon.
Saturday 1 p.m. - 5 p.m.

The Retention Services Center
Dr. Donta Truss, Director
2nd Floor Peabody Building
478/825-1070 Fax 825-6328
The Retention Center is a unit of the Office of Academic Affairs. The Center functions to ensure that undergraduate students follow their academic programs of study and graduate in a timely manner with the least number of academic and personal challenges to their matriculation. To this end, the Retention Center is staffed with academic advisors and counselors who, in conjunction with departmental faculty, monitor students’ academic progress, provide up-to-date information regarding institutional policies, programs, and procedures, make tutoring available and provide first-line assistance to students in resolving academic and personal problems at the lowest level.

**FVSU Warner Robins Center Office**
Tammie White, Warner Robins Center Manager and Academic Support Specialist
141 Warner Robins Center
478/953-7245 Fax 971-4452

The FVSU Warner Robins Center Office is a unit of the college of Graduate Studies and Extended Education. The office functions to assist fully online students—both graduate and undergraduate—to follow their academic programs of study and graduate in a timely manner, and to provide support to adult students who contact the Warner Robins Center. For assistance, fully online and adult students should contact distanceeducation@fvsu.edu. Instructions will be provided on submitting requests via the help desk system and providing required contact information. Prior Learning Assessment information and eCore (University System of Georgia online Core) counseling are also functions of this office.

**The Military Resource Center**
Christina Jones, VA Certifying Official
314 Hubbard Education Building
478/825-6338 and 6905 Fax 825-6533

The Military Resource Center is a unit of the College of Graduate Studies and Extended Education. The office functions to assist and provide support for active military, veterans, National Guard, Reserves and dependents. The Center consists of offices for the director, the VA Certifying Official, the National Guard recruiter and the military liaison, along with a Student Veteran Lounge. For advisement and assistance, fully online and adult students—both undergraduate and graduate—should contact: militarycenter@fvsu.edu.

**The Testing and Preparation Programs Center**
Dr. Irene Nelson, Director
329 Hunt Memorial Library
478/825-6384 Fax 825-6442

The Fort Valley State University Testing and Preparation Programs Center (Testing Services Center) administers internal and external exams and collaborates on critical learning strategies and testing strategies across the curriculum. In addition to administering the Regents’ test and Learning Support exit exams, the Center serves as a testing site for the following national exams:

- **ACT Assessment**  
- **Graduate Record Examinations (GRE)- Subject Test**  
  [http://www.gre.org/splash.html](http://www.gre.org/splash.html)
- **Law School Admission Test (LSAT)**  
Information Technology
Gary Miller, Director and CIO
118 W.W.E. Blanchet CTM Building
478/825-6228 Fax 825-6142
The Department of Information Technology provides technological support and leadership by assisting the University in realizing its academic mission and research goals. This support includes, but is not limited to, assisting with distance education, administrative applications, network maintenance and access, e-mail, hardware installation and maintenance, software installation and maintenance, training, website management and exploring and implementing new technologies.
In support of academic programs and to facilitate student access to computing technologies and facilities, more than 30 computing laboratories are located throughout the campus in the following buildings and departments: Gano, Health Services Center, Horace Mann Bond, Computer Technology and Mathematics, Hubbard Education, Hunt Memorial Library, Agricultural Engineering, Miller Science, Chemistry, Founders Hall, Bywaters, Alva Tabor, Myers Hall, Veterinary Technology, Stallworth, Bywaters, Georgia Small Ruminant Research and Extension Center and the Warner Robins site.

Online Instruction
Karen Watson, Director
243 Horace Mann Bond Building
478/827-3857
The Online Instruction unit is a part of the college of Graduate Studies and Extended Education. It encompasses online instruction and design, including training in these areas, as well as assistance for students who are taking classes via the learning management system, Desire2Learn. The Director also serves as administrator for the LMS and for Blackboard Collaborate, a suite of virtual communication tools.

Career Development Center
Dr. Romelda Simmons, Director
101 Peabody Building
478/825-6202 Fax 825-6471
The mission of the Career Development Center is to provide a variety of career services that are designed to:
- assist students in analyzing interests, aptitudes, personal traits, desired lifestyles, educational and career goals (career counseling),
- provide students sufficient career and employment information so that they may understand the implications of their choice of program/major (career planning), and
assist students in obtaining employment commensurate with their academic preparation, interests, capabilities, career and life goals (placement).

The Career Development Center is available to students, prospective students, alumni, faculty, and staff of Fort Valley State University. The Career Resource Library contains an extensive collection of career resource materials/books, career decision making information, occupational resources, graduate/professional school information, school system literature, and information on companies, agencies, and corporations along with various career software (GCIS). All services offered by the Career Development Center are in accordance with the ethical standards of the National Association of Colleges and Employers, and the National Cooperative Education Association.

The following services are available:
Career Services (Counseling)
Placement Services
Campus Interviews
Position Vacancy Listings
Job/Career Fairs
Career Recruitment Programs
Cooperative Education/Internship Programs
Credential File Services
Open Resume File
Career Resource Library
Job Search Strategies Workshops/Seminars
Alumni Services
Full-Time/Part-Time and Summer Employment
Teacher Recruitment
Outreach Programs/Services
Youth Motivation Task Force
Graduate/Professional School Applications

Differently Abled Services Center
Dr. Jerry Haywood, Director
127 Peabody Building
478/825-6744 Fax 825-6328

The mission of the Differently-Abled Services Center is to increase retention and graduation rates for students with documented learning disorders by ensuring equitable treatment and access to all academic programs and facilities at Fort Valley State University. The Center serves as an agent for compliance with federal and state laws that mandate equal opportunity and access for persons with documented learning disorders.
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 define a person with a disability as one with a mental or physical impairment that substantially
limits one or more major life activities (walking, seeing, speaking, hearing, breathing, working, learning, and others). The person must have a record of such impairment or be regarded as having such impairment. All students must present records that document their learning disorder to the Differently-Abled Services Center. Examples of learning disorders are:

Brain Injury
Chronic Illness
Multiple Disorders
Motor Coordination
Mobility Impairments
Depression
Attention Deficit Disorder
Epileptic Seizures
Attention, Deficit, Hyperactivity Disorder
Multiple Sclerosis
PTSD

Services provided for students with documented learning disorders and physical impairments include:

Registration Assistance
Computer Resources
Orientation Services
Assistive Technology
Academic Accommodations
Tutoring
Note taking Service
Advocacy
Individual Counseling
Self-empowerment advisement
Appropriate Referrals

**Health Services Center**

Carolyn Ingram  Acting Director

*Florence J. Hunt Student Health Center*

478/825-6872  Fax 825-6872

The Florence J. Hunt Student Health Center is located across from the Home Management House and Josephine Lewis (Josie) Hall. The center is staffed by a director, physician, two staff nurses, two nurse assistants and an office manager. The Center is open M-F (8:00 a.m.-5:00 p.m.) while the University is in session and provides health care and services for students who register for six or more credits.

The Health Center provides proactive health promotion and primary prevention services, and medical/clinical services for the students. However, prescription medications and other medical expenses are the responsibility of the students. Students are encouraged to obtain insurance to assist in defraying medical costs. Insurance forms may be obtained in the Office Student Affairs. All new students, with exceptions for active military and students enrolling in fully online programs, are required to provide evidence of inoculation for Mumps, Measles, and Rubella, and
a completed health examination form by a physician. The University Health Center recommends additional inoculations for Diphtheria, Hepatitis A and B, Influenza, Meningitis, Polio, Varicella, Tetanus, and TB Screening.

**Campus Police and Safety**
Chief Kenneth B. Morgan, Director  
*Bywaters Building (Basement)*
478/825-6211 Fax 6701
The Department of Campus Police and Safety is a certified University Police Department which is committed to safeguarding the lives and property of the Fort Valley State University community. This is accomplished through vehicle and foot patrol 24 hours a day, seven days a week throughout the entire year. The Department is responsible for enforcing the University’s policies on parking, drugs, and sexual assault. The Department is staffed with a Director, a Fire Safety Inspector, Peace Officers, Criminal Investigators, Communications Officers, and an Administrative Secretary.

**The University Bookstore**
Octavia Hunt, Manager  
*Lyons Student Center*
478/825-6623 Fax 825-6072
The University Bookstore has locations in Lyons Student Center and in the student amenities building of the new Wildcat Stadium. Available items include textbooks, school paraphernalia, school supplies, cards, gifts, and snacks. Acceptable forms of payment are cash, checks, and debit and credit cards.  
**The hours of operation are:**  
**Monday** 9 a.m. - 6 p.m.  
**Tuesday** - **Friday** 9 a.m. - 5 p.m.  
**Saturday and Sunday** Closed

**The Public Service Center**
Charles E. Jones, Director  
*The Evans Building (Downtown Fort Valley)*
478/825-6060 Fax 825-6139
The Public Service Center houses Fort Valley State University’s Rural Business Outreach Institute, the FVSU Foundation’s Intermediary Relending Program, the FVSU Community Development Corporation, Inc. (CDC), and the University Today Scholars Program. These programs provide outreach services to potential clientele that impact and foster the recruitment, enrollment and retention of traditional and non-traditional students, as well as the economic growth and development for the future sustainability of the local community.

**Valley Behavioral Health Services**
Jacqueline L. Caskey, Director  
*Florence J. Hunt Student Health Center*
478/825-6060 Fax 825-6139
Valley Behavioral Health Services provides confidential personal assistance with life issues such as stress, emotional problems, alcohol and drug issues, relationships, and physical and emotional abuse.
Phone: (478) 822-1035 36

Pettigrew Center
Pettigrew Conference and Community Center
478/825-6478 Fax 825-6599
The C. W. Pettigrew Farm and Community Life Center is a conference, convention and performing arts center in which the University sponsors a variety of outreach programs. The facility houses the Center’s administrative offices, the Fort Valley State University Cooperative Extension Program, the Extended Education and Outreach Office and the University of Georgia Cooperative Extension Service district office.

The Warner Robins Center
Tammie White, Warner Robins Center Manager and Academic Support Specialist
FVSU Warner Robins Center
478/953-7245
The Fort Valley State University Warner Robins Center, located at 151 Osigian Blvd. in Warner Robins, is the home of several graduate programs, Continuing Education, and undergraduate classes that are offered mostly nights and weekends. The classes as well as the Library Center are available for the convenience of all, but especially adult students.

Admissions Requirements and Academic Policies & Procedures
Dr. Jessica Bailey, Provost and Vice President for Academic Affairs
349 C. V. Troup Administration Building
478/822-3312 or -6330 Fax 825-6057

Admissions Requirements
Equal Opportunity Policy
Fort Valley State University subscribes to both legal and moral obligations in its pursuit to achieve affirmative action in the provision of employment and educational opportunities for all persons regardless of race, color, religion, national origin, marital status, age, gender, and physical or mental disability. To this end, the Affirmative Action/Equal Employment Opportunity Office and the Office of the Vice President for Academic Affairs work closely to provide an environment which is free of bias and inequality.

Application for Admissions
An applicant seeking admission to a Graduate Program at Fort Valley State University may download an application at http://www.fvsu.edu/academics/college_of_graduate_studies_and_extended_education (click “General Info about the College” and scroll down) and fax to 478-825-6533 or submit a written application by mail to Graduate Studies, Fort Valley State University 1005 State University Drive Fort Valley GA 31030. Applicants must possess an undergraduate degree from a regionally accredited institution (in a related field to meet prerequisites). Applications for the online version of the Rehabilitation Counseling and Case Management program should note this
on the application form. The completed application, along with all supportive documentation, must be submitted to Graduate Studies no later than 20 days before the beginning of the semester in which the applicant plans to enroll. Applications received after this deadline will be processed at the discretion of the institution. Applicants will receive official notification of their admissions status by mail. Admission to the Graduate College is NOT to be interpreted as automatic admission into a specific degree program.

For transfer and transient students, all college work must have been completed at a regionally accredited institution and the required medical and immunization forms must be on file with the University. Immunization forms for fully online students should simply identify them as online, but documentation of immunization will be required if they enroll for any blended or face-to-face classes.

**General Requirements for Admission to Graduate Study**

Fort Valley State University offers the Master of Arts in History, the Master of Public Health in Environmental Health; the Master of Science degree in Animal Science, Biotechnology, Mental Health Counseling, and Rehabilitation Counseling & Case Management; the Master of Science in Education degree in Early Childhood/Special Education, Middle Grades Education and School Counselor Education, and the Education Specialist degree in School Counselor Education.

To be admitted to Graduate Studies, students must submit a minimum of the following*:

1. One official transcript from each college/university attended demonstrating a cumulative undergraduate G.P.A. of at least 2.5 or better on a 4.0 scale
2. Three letters of recommendation
3. A personal or professional statement
4. A resume
5. Immunization record (applicants for fully online programs should state this on the form)

Submission of a standardized test score (GRE, MAT, or other) is strongly recommended and may be an important consideration, but is not required.

*Individual programs can set higher standards and have additional requirements, including but not limited to a personal interview and samples of academic work.

*In addition, individual programs may provide justification for an exception to the minimum admission requirements on a case-by-case basis. Please check the admission requirements in this catalog listed under the program you are interested in. The request for consideration of an exception will be presented to the Graduate Council for approval or rejection.

The Dean of FVSU Graduate Studies will admit students only after they have been approved by the Graduate Admissions Officer and the program admissions committees or program heads.

**Transient Students.** A student enrolled in an accredited college or university may apply for temporary enrollment at Fort Valley State University as a transient student. Such a student will ordinarily be expected to return to the college or university where he/she is a degree-seeking student. Transient status is limited to the one semester in which the student enrolls. A transient student must present a statement of good standing from the Registrar of his/her home institution recommending his/her admission as a transient student. An immunization record is required before admission can be allowed unless the student is a fully online student or a military student.
Dual Enrollment (Enrollment in Undergraduate and Graduate classes). An undergraduate student with a 3.00 or better cumulative grade point average may enroll in graduate courses during the senior year if within six hours of graduation. The student, however, must make application to the graduate school and receive a letter of acceptance. Students in this category may earn a maximum of nine hours of credit. Exceptions to the six-hour rule may be made when there is a bachelor’s-to-master’s program in place.

Readmission. A former student whose attendance has been interrupted for one or more semesters, excluding a summer term, is required to complete an application for readmission at least 20 days prior to the required enrollment date. The application form is provided by the Office of the Registrar and should be returned to the Registrar once completed. The student will resume previous admission status if readmitted.

Re-Activation
A student who has been accepted to graduate studies but has never attended must reactivate the application by applying for readmission through the Graduate Studies Admissions Office.

NOTE TO APPLICANTS: Documents are retained for a four-year period only.

Post Graduate Admission
1. Individuals with a graduate degree from an accredited college who wish to take graduate courses for enrichment purposes or for any other reason with the exception of pursuing a graduate degree may seek Post-Graduate Admission.
2. Only nine hours taken in this category can be used toward a graduate degree, and it is the student’s responsibility to reapply in order to be moved to the regular admission status.
3. The student must have a minimum 3.00 grade-point average.
4. Courses in this category may be used for re-certification, if applicable.
5. No more than nine hours may be earned while in this category.

International Students. Fort Valley State University is recognized by the Immigration and Naturalization Service of the Department of Justice for attendance by non-immigrant students. All alien applicants must comply with the same admission requirements as all other applicants. In addition, all alien applicants must also submit an Affidavit of Support Form. This form is required before a Certificate of Eligibility (Form I-20) is issued. By presenting a letter of acceptance and the Certificate of Eligibility to a U.S. Consul, an international student may be granted permission to enter the United States as a non-quota immigrant student. Currently, International Students must pay one year of tuition in advance.

Georgia Constitutional Amendment No. 23. In compliance with provisions of the Georgia Constitution (Amendment 23), persons 62 years of age or older may enroll as regular or auditing students in courses offered for resident credit on a “space available” basis, without payment of matriculation fees. They must pay for supplies and laboratory or shop fees. To be eligible for enrollment, such persons must be residents of Georgia and be 62 years of age or older at the time of enrollment. They will need to present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility. In general, they must meet all System and institution undergraduate or graduate requirements.
Military/Veteran Students. An individual who has served in the United States Armed Forces may be admitted as a veteran student. The applicant is, however, subject to the regular or non-traditional admissions requirements, whichever is most appropriate to their background. The University grants credit to such an applicant according to the recommendations listed in “A Guide to the Evaluation of Educational Experiences in the Armed Services,” published by the American Council on Education.

Admission Requirements for Specific Graduate Programs:

ADMISSION REQUIREMENTS: MASTER OF ARTS IN HISTORY
Applicants must possess an undergraduate or graduate degree in history or a related field from a regionally accredited institution.
The applicant should follow instructions for General Requirements for Admission to Graduate Study as shown above.

ADMISSION REQUIREMENTS: MASTER OF SCIENCE IN ANIMAL SCIENCE
Applicants must possess an undergraduate or graduate degree from a regionally accredited institution.
The applicant should follow instructions for General Requirements for Admission to Graduate Study as shown above.
The applicant should submit the following to the Graduate School:
A cumulative undergraduate G.P.A. of at least 2.7 or better on a 4.0 scale is required.

ADMISSION REQUIREMENTS: MASTER OF SCIENCE IN BIOTECHNOLOGY
Applicant must possess an undergraduate degree from a regionally accredited institution in a related field (i.e. Agriculture, Biology or Life Sciences) to meet prerequisites and meet the following requirements:
The applicant should follow instructions for General Requirements for Admission to Graduate Study as shown above.
A cumulative undergraduate G.P.A. of at least 3.0 or better on a 4.0 scale is required.

ADMISSION REQUIREMENTS: MASTER OF PUBLIC HEALTH (with a concentration in Environmental Health)
Applicants must possess an undergraduate or graduate degree in from a regionally accredited institution.
The applicant should follow instructions for General Requirements for Admission to Graduate Study as shown above.

ADMISSION REQUIREMENTS: MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING
Applicants must possess an undergraduate or graduate degree from a regionally accredited institution.
The applicant should follow instructions for General Requirements for Admission to Graduate Study as shown above.
ADMISSION REQUIREMENTS: MASTER OF SCIENCE IN REHABILITATION COUNSELING AND CASE MANAGEMENT
Applicants must possess an undergraduate degree from a regionally accredited institution. For details about the online version of the program, go to http://online.fvsu.edu. The applicant should follow instructions for General Requirements for Admission to Graduate Study as shown above.
A cumulative undergraduate G.P.A. of at least 2.7 or better on a 4.0 scale is preferred. Formal interview (face-to-face or phone) is required.

ADMISSION REQUIREMENTS: MASTER OF SCIENCE IN EDUCATION IN MIDDLE GRADES EDUCATION
Graduates from the Middle Grades Education (MSEd) program will demonstrate knowledge, skills, technical competencies, and dispositions to function proficiently as teachers in the 21st century. The teacher education program emphasizes experiences in educational settings where our graduates will be sensitive to the context of all students and will work in 4th-8th grades to create an atmosphere where all students can learn. The program meets all the educational requirements for the Georgia Teacher Certificate, Level 5. By taking three (3) courses per semester, the program can be completed in two (2) years (see Program of Study Below). The program considers candidates’ backgrounds and adds knowledge, skills, values, and professional practices, which will allow them to be employed in Georgia schools and to build upon their interests and experiences.

Requirements
Applicants must possess an undergraduate degree from a regionally accredited institution. The applicant should follow instructions for General Requirements for Admission to Graduate Study as shown above. In addition, applicant must:
Have a T-4 teaching certificate or be eligible for one;
Have passed the GACE Basic Skills Assessment;
Have a clear background check;
Have an acceptable interview;
Have membership in a professional organization;
Have proof of liability insurance;
Submit 3 strong letters of recommendation describing student’s academic potential for graduate study.
Recommendation forms available from coordinator.

ADMISSION REQUIREMENTS: MASTER OF SCIENCE IN EDUCATION IN SCHOOL COUNSELOR EDUCATION
Applicants must possess an undergraduate or graduate degree in history or a related field from a regionally accredited institution. The applicant should follow instructions for General Requirements for Admission to Graduate Study as shown above. Applicants must successfully complete the following three assessments during their first semester in the program or be subject to remediation or dismissal rather than be advanced in the program. Have at least an “acceptable” rating on all three rubrics including:
1. Key Assessment #5. Action Research Rubric
2. Key Assessment #6: Disposition and Professional Behaviors Rubric
3. Key Assessment #8. Writing Sample

ADMISSION REQUIREMENTS: MASTER OF SCIENCE IN EDUCATION, EARLY CHILDHOOD/SPECIAL EDUCATION
Applicants must possess an undergraduate or graduate degree in history or a related field from a regionally accredited institution. The applicant should follow instructions for General Requirements for Admission to Graduate Study as shown above. In addition, applicant must:
Have a T-4 teaching certificate or be eligible for one;
Have passed the GACE Basic Skills Assessment;
Have a clear background check;
Have an acceptable interview;
Have membership in a professional organization;
Have proof of liability insurance;
Submit 3 strong letters of recommendation describing student’s academic potential for graduate study. Recommendation forms available from coordinator.

ADMISSION REQUIREMENTS: EDUCATION SPECIALIST IN SCHOOL COUNSELOR EDUCATION
Applicants must possess a graduate degree in a related field from a regionally accredited institution. The applicant should follow instructions for General Requirements for Admission to Graduate Study as shown above. Other requirements:
Have an S-5 certificate in School Counseling in the State of Georgia
It is preferred that applicants be working as a professional helper in a school, e.g., school counselor, graduation coach, or social worker.
During their first semester in the program, they will need to have a clear background check, membership in a professional organization, and proof of liability insurance.

Concentrations
To enter a concentration offered by a graduate program, a student must already be admitted as a graduate student to Fort Valley State University.

Thesis Requirement
A thesis is required for the Master of Science in Animal Science degree, and it is an option for the Master of Arts in History, Master of Public Health, Master of Science in Mental Health Counseling and Master of Science in Rehabilitation Counseling and Case Management degrees. Furthermore, a thesis is required for the Master of Science in Biotechnology with Animal and Plant Biotechnology options and can be an option for the Master of Science in Biotechnology with the Applied Biotechnology option.
Those graduate students who opt for a thesis are encouraged to focus on a subject for thesis research early in their candidacy. With the help of his/her academic advisor, each student must choose three or more advisors as a thesis committee by the time 18 hours of graduate study have been completed. At least one of these advisors must be a faculty member in the student’s graduate degree program option. The graduate program department head / coordinator should approve the three advisors chosen for this purpose, with final approval from the Graduate Dean.

Students in biotechnology choosing the non-thesis option must form a committee to evaluate the field experience. The process is similar to that of forming a thesis committee.

A student would only register for thesis credit (see appropriate listing) following the program coordinator’s receiving official notification from the student’s thesis advisors. If at any time the student wishes to change the constitution of the thesis committee, a request stating the reason for the change must be submitted in writing to the program coordinator, and the change must be approved by the Graduate Dean. If a thesis committee member requests to be removed from the committee, a substitute must be approved by the graduate program department head with the final approval from the Graduate Dean.

A student who has received an “in progress” grade on the thesis and has completed all other requirements is required to enroll and pay the required fees for three credit hours in any subsequent semester that he/she returns to remove the “in progress” grade. Such students are ineligible for thesis consultations and use of library facilities during any interim period when they are not officially enrolled.

Change of Admission Status/Major Programs
A student entering in one category must initiate the request to be changed to another status. Additionally, students must complete an application for admission to a new program whenever there is a desire to change fields. This form must be signed by all designated individuals.

Graduate Studies policy allows dual degrees and concentrations for graduate students. Each program will provide guidelines for enrollment in concentrations or dual degrees pertaining to eligibility for the programs’ assistantships. Students must be admitted as graduate students in order to enroll in concentrations that are offered by programs.

Post Baccalaureate
1. Post-baccalaureate study is for individuals with an undergraduate degree who wish to take undergraduate courses for enrichment purposes or for those students who must take course work required for admission into graduate or professional level (certification) programs.  
2. The hours do not count toward a degree.

Fee Assessment
Any student placed in the “GS” level of the information system will be charged at the graduate student rate. The student should be mindful that fees are assessed according to “level” in our current information management system. A student enrolling in an online graduate level course will be charged the e-tuition graduate rate.
Standardized Test Scores
The institution accepts scores from the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) and, in some cases, other exams such as the GMAT, MCAT or others. Standardized test scores are valid for a period of 7 years from the date the test was taken.

Senior Citizens - In compliance with the provisions of the Georgia Constitution Amendment 23, persons 62 years of age or older may enroll on a "space available basis" as regular or auditing students in university courses offered for resident credit, without payment of matriculation fees. Students enrolling in this status must pay for supplies and laboratory or shop fees. To be eligible for enrollment, such persons must be residents of Georgia and be 62 years of age or older at the time of enrollment as verified by a submitted birth certificate or other comparable written documentation. Proof of age is required to enable the institution to determine the person's eligibility to enroll. Applicants must meet all System and institution undergraduate or graduate requirements.

Readmission Requirements - Students who have attended another college or university since their last enrollment as graduate students at Fort Valley State University, regardless of the length of time away from FVSU, must submit an application for readmission through the Office of Admissions. Likewise, any former students whose attendance has been interrupted for one semester, excluding summer school, are required to complete and submit an application for readmission. The application for readmission must be received in the Registrar's Office at least 30 days prior to the beginning date for the semester in which enrollment is desired. The application form for readmission is provided by the Office of the Registrar and should be returned to the Registrar’s Office when completed.

Veteran Students - To enable veterans to apply for formal educational programs leading to the award of a degree, the University System is able to grant academic credit according to the recommendations listed in A Guide to the Evaluation of Educational Experiences in the Armed Services, which is published by the American Council on Education. The following guidelines and requirements are set for students who receive Department of Veterans Affairs (VA) Benefits under Provisions of Chapter 30, 31, 32, or 35, Title 38, or Chapter 106, Title 10, U.S. Code. Failure to comply with these guidelines may result in the termination of benefits.
Any student expecting to receive VA Educational Benefits is required to enroll with the VA Certifying Official prior to the close of registration for a given semester. VA benefits are provided for courses of study which have been noted on VA Form 22-1990 or 22-5490. Students will not be certified to receive VA Benefits for courses of study not identified on this form. A veteran (or his/her dependent) desiring to change his/her major, must, for VA purposes, complete VA Form 22-1995 or 22-5490 (which may be obtained from the VA Certifying Official) and submit it to the Veterans Administration; a copy of the form must also be filed with the Veterans Affairs Officer (VA Certifying Official) on campus. If the student has received pay for the number of required elective courses, he/she will not be eligible to receive VA funds for his/her enrollment in additional elective courses except by written consent of the U. S. Department of Veterans Affairs.
Eligible veterans may receive equivalent credit for physical education activity courses upon presentation of a copy of separation papers (DD-214) to the Office of the Registrar. Still, a veteran has the option to enroll in these activity courses without receiving equivalent credit, if
desired. The veteran’s JST military transcript will be assessed by the department his or her major is housed in in order for credit to be applied towards graduation where possible. Once credit is awarded for these courses based on military service, they may not be taken as electives. Independent study courses are not approved for VA Benefits. Veterans are also limited in terms of the number of hours that may be attempted in remedial courses. The VA Certifying Official’s office is 312 Hubbard Education building.
Veteran students, active military and reserves should inquire at the FVSU Military Resource Center, 314 Hubbard Education Building, 478-825-6905, if additional support is needed.

Financial Information
Fort Valley State University receives a portion of its operating funds from state appropriations through the Board of Regents, University System of Georgia. This arrangement enables the University to offer high quality educational programs to its students at a reasonable cost. **Registration for classes is considered complete only after students have paid their tuition and all general fees that are required.** Students are permitted to attend classes once their financial obligations have been met. Fort Valley State University reserves the right to withhold all records (diplomas, transcripts, etc.) and/or revoke enrollment of students who fail to meet financial obligations to the University. Fees and charges may be paid by cash (Do Not Mail Cash), cashier’s check, certified check, money order, travelers check, Visa or MasterCard. Remittance should be made payable to Fort Valley State University and addressed to the Fort Valley State University, **Attn:** University Cashier, 1005 State University Drive, Fort Valley, GA 31030. Credit card payments may also be made by phone (478 825-6433).

Enrollment Classifications
Students with an academic schedule of six or more semester hours must pay a per hour matriculation fee along with mandatory student fees. Students enrolled in fewer than six hours are not required to pay mandatory student fees. The per hour matriculation fee is assessed up to the Board of Regents defined full load of 15 semester hours. (This is a different definition of “full load” than that used to describe the normal course load for a graduate student.)

Tuition and Fees
Fort Valley State University, as a unit of the University System of Georgia, is a state-supported institution. As such, tuition and fee rates are set by the University System of Georgia. **The University reserves the right to change its fees/charges at the beginning of any semester. It is the student’s responsibility to know the fees in effect for the semester during which he/she is enrolled. For up-to-date fee information, contact the Office of the Business and Finance.**

**e-Tuition** – Per-credit fee charged for all fully online classes regardless of whether the student is in-state or out-of-state.

Other Expenses
**Books** - The cost of books varies with the graduate program in which the student is enrolled.

**Late Registration Fee** - This fee is charged when students enroll after the announced enrollment date(s). A late fee of $100.00 is payable on the first day, increasing $10.00 per day on the second and each subsequent day.
Auditing Fee - Any regular student may elect an audit grading status enrollment. The fee assessment is the same as for regular enrollment status.

Campus Housing Deposit - Payment of a $200.00 fee ($150.00 deposit and $50.00 security deposit) is required by July 19th to reserve housing in a campus facility. The $150.00 is deducted from the student’s housing bill. The $50.00 security deposit serves as a room damage deposit for enrolled students and may be used to pay any damages or fees due the University. No portion of the housing deposit is transferable. The deposit will be refunded only if no space is available or upon graduation or permanent departure from the residence halls.

Transcript Fees - Students who wish to obtain copies of their academic records should direct requests to the Registrar’s Office. The student is entitled to one free transcript per academic year. Each additional transcript is $3.00, with a charge of $2.25 for the required online request. Expedited delivery is $15.50. A transcript request form is available at: http://www.fac.fvsu.edu/aa/admissions/index.htm.

Vehicle Registration - An annual fee is required for all motor vehicles operated or parked on the campus: $50.00 per semester for students.

Graduation Fee - Graduation fees for graduate students are $60.00. In the event that the applicant does not meet all degree requirements for the commencement for which the graduation fee was originally paid, the student must reapply for graduation and pay another graduation fee.

Late Graduation Application Penalty - Students who do not complete their applications for graduation by the published deadline will be assessed a penalty of $35.00 the first day and an additional $10.00 per day thereafter, not to exceed $65.00.

Music Fee - Private instrumental and voice lessons are available at a charge of $30.00 per clock hour.

Meals - Students are responsible for their meals prior to the official enrollment and payment of room and board.

Post Office Box Rental - A fee of $20.00 is charged to rent a campus post office box.

Returned Check Penalties - The maker/student will be assessed $25.00 or five percent (5%), whichever is greater, for handling the returned check. If the returned check involves the payment of FVSU registration fees, a $100.00 late registration fee will be assessed.

Refund Policy

Fees will be recalculated and appropriate adjustments made for students who register and then find it necessary to add a course before the end of the schedule change period. No refund will be made for a reduction in credit hours after the schedule change period. (Students should bear this in mind when registering for Mini-mester I and the full term but also planning to take classes in Mini-mester II.) Students who formally withdraw from the University on or before the official first day of classes will be entitled to a complete refund of all registration fees. The following regulations apply to the regular fees when formal withdrawal is approved (Section 704.04 Board of Regents Policy Manual). Students withdrawing from all courses after the official first day of classes will be entitled to a refund of the matriculation fee, non-resident fee, activity fee, health fee, and athletic fee according to the following schedule:

On or before the first day of class ................................................................. 100% refund
Less than 10% (time) of the enrollment period ............................................. 90% refund
Ten percent to 25% (time) of the enrollment period ..................................... 50% refund
Between 25% and 50% (time) of the enrollment period ................................. 25% refund
After 50% (time) of the enrollment period ........................................................... No refund
Enrollment is defined as the scheduled number of official class days for the semester. Refunds are based on the withdrawal date of the semester class days, not the number of times individual classes have met.
A refund of all semester non-resident fees, matriculation fees, and other mandatory fees shall be made in the event of death of a student during an academic semester. A student who officially withdraws from all classes after the first official day of classes must complete the University’s formal withdrawal procedures to obtain a refund. **Any student who wishes to withdraw from the institution must secure a withdrawal form from the Office of the Registrar and obtain signatures from each office noted on the form, including the Business Office and the Office of Financial Aid. No refund will be made to students who drop a course. Fully online students should contact distanceeducation@fvsu.edu for instructions.**
Students attending an institution for the first time who receive assistance under Title IV of the Higher Education Act of 1965 as amended are entitled to a pro-rated refund of that portion of the tuition, fees, room and board, and other charges assessed the student by the institution equal to that portion of the period of enrollment for which the student has been charged that remains on the last day of attendance by the student up to the sixty percent (60%) point (in time) in the period of enrollment. Refund proceeds from Federal loans will be returned to the applicable lending institution per Federal regulations.

**Residential Status**
A **Georgia Resident** is a U.S. citizen who has been legally domiciled in the state continuously for a period of not less than 12 months prior to the date of registration. It is expected that the person will maintain continued residence in the state of Georgia even during periods when he/she is not enrolled at the University. Evidence that Georgia is a student's legal residence may be provided using the following:
- Payment of Georgia income taxes;
- Payment of property (ad valorem) taxes;
- Ownership of home or real estate property;
- Long term military commitment in Georgia;
- Admission to a licensed practicing profession in Georgia.

**Changing Resident Status.** Students who are not legal residents of Georgia are required to pay non-resident rates (except for fully online classes). If their visas or parents’ states of legal residence change, students may file a petition for changing their residence status. The burden of proof is the student's responsibility. The **Petition for Georgia Residence Classification** and supporting documentation must be filed at least one month in advance of the semester in which enrollment with a change in residence status is desired. Failure to meet this deadline does not guarantee that a decision will be made in time for registration. If the residence petition is approved, classification as a legal resident for fee payment purposes will not be retroactive to previous periods of enrollment. The Petition for Georgia Residence Classification can be obtained for the Office of Admissions.

**Regents’ policies do not recognize the following as evidence of residency:** voter registration card, leases for living quarters, automobile registration, addresses on driver's licenses, in state bank accounts, or positions in which students are often employed.
**Military Personnel.** Fort Valley State University may waive out-of-state tuition and assess in-state tuition for military personnel and members of the Georgia National Guard, their spouses, and their dependent children stationed in 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.” (Board of Regents Policy Manual, Section 704.041) Note: It is advisable to request the waiver immediately upon applying.

**Student Financial Aid**
TBA, Financial Aid Director  
*119 C. V. Troup Administration Building*  
478/825-6363 Fax 825-6976

The primary purpose of the federal student financial aid programs at The Fort Valley State University is to provide monetary assistance to eligible admitted students who will benefit from post secondary education but could not do so without assistance. Each student is assisted based on eligibility determined by completing the Free Application for Federal Student Aid (FAFSA).

The priority deadline for submitting the FAFSA application every year is April 15th. Federal student aid programs are administered in conjunction with nationally established practices and philosophies of Title IV funds for education. The basis of this philosophy is the belief that, “the family is the primary source to help students pay for their education.” Consistent with an equitable approach to awarding student financial aid, a systematic method of determining a family’s financial strength and a student’s need is employed.

Fort Valley State University participates in all Federal Title IV Programs and administers several scholarships and loans. They are listed below (not all are applicable to graduate students):

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal College Work-Study
- Federal Perkins Loans
- Federal Subsidized and Unsubsidized Stafford Loans
- Institutional Work Aid
- James H. Porter Scholarship
- FVSU Presidential Scholarship
- Georgia Hope Scholarship
- Federal PLUS Loan

Funding for most of the federal aid programs is limited. Students with complete files, who meet the priority deadline, are the first to be considered when awarding these limited funds. For additional information on these and other scholarships, please visit the Financial Aid Scholarship information page at the University’s website at www.fvsu.edu.

Awards are based on enrollment status. Graduate students enrolled less than half time (less than 5 hours) are not eligible to participate in the student loan programs. Awards are made based on full-time enrollment. Awards will be adjusted if students are not enrolled full time.

Students should also meet and maintain all program eligibility requirements, have established financial need, and be enrolled in a program that will award a degree. Additionally, aid recipients are required to maintain satisfactory academic progress requirements.

**Satisfactory Academic Progress Policy**
Qualitative
All students are expected to maintain the satisfactory academic progress standards. Any student who fails to meet these standards will be reviewed by the OSFA. A student receiving financial aid and placed on academic suspension will have his/her financial aid terminated. A financial aid applicant placed on financial aid suspension is not eligible for financial aid.
Graduate students must maintain a minimum cumulative grade point average of 3.0 to be eligible for financial aid.

Quantitative
In addition to maintaining the specified grade point average, a student must complete his/her degree within a maximum time frame and successfully complete a minimum percentage (67%) of hours each academic year.
1. The maximum time frame allowed is 150% of the number of semester hours required to earn the degree. For example, if you are pursuing a degree which requires 120 semester hours, you may not receive financial aid after you have attempted 180 hours.
[Other rules apply to transfer students.]
2. Students must successfully complete 67% of the courses for which he/she registers during the academic year. The grades of A,B, C or S count as the successful completion of a graduate course.
3. The grades of D, F, W,WP,WF, I, IP, or U, do not count as the successful completion of a graduate course.
4. At the end of each Spring Semester, those students who have not successfully completed 67% of their courses during the last three terms (Summer, Fall, Spring) will have their financial aid terminated effective the next semester.
[Other rules apply to transfer students.]

Financial Aid Suspension
1. Students suspended from financial aid for not meeting satisfactory academic progress may appeal to the financial aid director. Appeals not submitted before the start of the semester may not be acted upon in time for enrollment in the current semester.
2. If an appeal is granted, the student will be placed on financial aid probation until the end of that semester in which the appeal was granted.
3. If the student is still not making progress at the end of the semester, will be placed on Financial Aid Suspension.
4. Once a student has attempted 150% of credit hours required for his/her degree, the student is no longer eligible to receive Federal Title IV Financial Aid.

Monitoring of Satisfactory Progress
At the end of each spring semester, students not successfully completing 67 percent of their credit hours during the previous academic terms (summer, fall, spring) will receive a notice through Banner Web. Students who apply during the academic year will have their academic progress status checked before an award is made.

Summer Semester
Courses taken during a summer semester are treated as any other semester.
Repetition of Courses, Withdrawals and Incompletes
Students should be careful in repeating courses as all attempts at a course are counted in the maximum hours allowed to obtain a degree. Students are reminded that withdrawing from a course does not count as successful completion. Excessive incompletes can result in the termination of financial aid.

Appeals
Any student wishing to appeal may do so by completing a Satisfactory Academic Progress Appeal form. A brief explanation along with any supporting documentation must be provided. The OFSA may consider the death of an immediate family member, documented medical emergencies or other extenuating circumstance.

Academic Policies and Procedures
Dr. Jessica Bailey, Provost and Vice President for Academic Affairs
349 C. V. Troup Administration Building
478/822-3312 or -6330 Fax 825-6057

Academic Load Policy
The maximum semester load for full-time graduate students is twelve (12) semester credits. Overloads for students with grade point averages of 3.75 or better may be recommended by the academic advisor to the department head, and final approval must be given by the Graduate Dean on an individual basis. Academic course loads are defined to mean graduate or combinations of graduate and undergraduate credit hours. The Graduate Council has defined the full load for a graduate student as nine (9) semester credits. Graduate students may take up to 12 hours without receiving special permission.

Changes of Schedule (Drop/Add)
Changes in a student's program, courses or schedule must be made within the first four class days of each regular semester or as announced for the summer term or mini-mesters. The specific deadlines are indicated in the Academic Year Calendars. Deadlines for schedule changes are also printed in the Master Schedules and are posted in the Registrar's Office each semester. The procedures for revising course schedules require that a student first secure a Change of Schedule form from the College of Graduate Studies and Extended Education. Printed instructions are provided on the form. The student must, then, confer with his/her advisor and/or instructor. Signatures may be required. A course is considered officially dropped or added officially only when the required form has been returned to the Registrar's Office. Fully online students should email distanceeducation@fvsu.edu for assistance. Keep in mind that no financial aid refund will be made for a reduction in credit hours after the schedule change period. (Students should bear this in mind when registering for Mini-mester I and the full term but also planning to take classes in Mini-mester II.)

Course Withdrawal Policy
A student is allowed a maximum of 6 semester hours of course withdrawals (drops) while completing his/her graduate degree program requirements. This maximum does not include changes in one’s schedule that take place prior to the Schedule Change Deadline. A complete withdrawal from courses because of documented extenuating circumstances is not included in the 6 hours limit. After reaching the 6 semester-hour limit, the student will receive a grade of
**WF** for any course withdrawal, regardless of the date withdrawn. In other words, the period for receiving the WP grade is rendered invalid.

**Medical Withdrawal Policy**
A student may be administratively withdrawn from the University when, in the judgment of the Vice President for Academic Affairs, the Vice President for Student Affairs, and/or the University Physician, and after consultation with the student's parents and/or personal physician, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which: (1) poses a significant danger or threat of physical harm to the student or to the person or property of others or (2) causes the student to interfere with the rights of other members of the University or its personnel or (3) causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the student Code of Conduct and other publications of the University.
Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to a final decision being rendered regarding his/her continued enrollment at the University.

**VA Tutorial Assistance** - An eligible veteran (other than an in-service student enrolled under the Predischarged Education Program) who has a deficiency in a unit or subject required as part of, prerequisite to, or indispensable to the satisfactory pursuit of his or her approved program and who is pursuing a postsecondary degree, may receive an allowance for reimbursement of individualized tutorial assistance necessary to correct the deficiency. Tutorial assistance is available only to veterans who require it to avoid failure, not for those who desire it to improve their academic standing. Students must receive clearance from the Veterans Affairs Officer (VA Certifying Official) prior to receiving tutorial assistance in order to receive certification for reimbursement by the institutional certifying official.

**Grading Policies**
**Uniform Grading System** Consistent with the uniform grading system within the University System of Georgia, the University utilizes a basic four point (4.00) grading scale. The following approved grades are used to determine the student's grade point average:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent 4</td>
</tr>
<tr>
<td>B</td>
<td>Good 3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory 2</td>
</tr>
<tr>
<td>D</td>
<td>Passing* 1</td>
</tr>
<tr>
<td>F</td>
<td>Failure 0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawed, Failing 0</td>
</tr>
</tbody>
</table>

*All “D” grades must be repeated.*

The following symbols are also approved for grading purposes. They carry no quality point value. They are, therefore, not included in the calculation of grade point averages to audit the course. Note that a student cannot subsequently request a grade for a course that was audited. "I" This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. The assignment of an “I” must be documented via a form to be approved by the Department Head,
the Dean, and the Vice President for Academic Affairs. If an "I" is not satisfactorily removed by the last day of the next term of residence, the symbol "I" will be changed to the grade "F" by the Registrar.

"IP" Indicates a continuation of work effort beyond the present semester in which the student enrolled is required to meet course objectives. The “IP” symbol is not to be substituted for an “I”.

“CP” Indicates a continuation of work beyond the term for which the student signed up for the course. The use of these symbols is approved for dissertation and thesis hours and project courses. This symbol cannot be substituted for an "I".

"W" This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period (including final examinations) except in cases of hardship as determined by the Vice President for Academic Affairs.

"WM" This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

"S" This symbol indicates that credit has been given for satisfactory completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval.

"K" This symbol indicates that a student has met the requirements for a course via Prior Learning Assessment, such as a challenge exam or a portfolio evaluation.

"U" This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval.

"V" This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa. Students may register, however, on a credit basis for a course that has previously been audited.

**Academic Standards**

Graduate students must maintain a grade point average of 3.0 or better. No grade below a “C” will be accepted toward a degree. The record of any student receiving more than three “C” grades will be subject to a review by an ad hoc graduate review committee appointed by the Dean of the College of Graduate Studies and Extended Education and the committee will have no fewer than three members.

Graduate students whose academic performance is unsatisfactory will be subject to the following:

1. **Probation.** A student will be placed on probation for either of the following reasons:
   a. The student’s cumulative grade point average falls below 3.00.
   b. The student earns a “U” or any other grade below “C.”

No student may be a candidate for the degree or take the comprehensive examination while on probation due to a GPA below 3.00. Probationary status will be removed when the student’s
GPA reaches 3.00 or higher. In cases where the student is placed on probation due to grade(s) of “U” or lower than “C,” probation will be removed when either of the following is met:

a. The course(s) is/are repeated; the grade is “S” or “C” or higher, and the overall GPA is 3.00.
b. The student files an appeal to the Graduate Appeals Committee through the department in which he/she is enrolled and is removed from probation.

2. **Suspension.** Any student receiving any four grades below “B” (including “U’s”) will be suspended for a period of one semester. No student may enroll in graduate courses while on suspension. Courses taken at another institution during the period of suspension will not be recognized for transfer credit. If suspended, a student must apply for readmission to the Graduate Program. Readmission is subject to the approval of the Graduate Admissions Committee.

3. **Dismissal.** Any student receiving five grades below “B” (including “U’s”) or who has a GPA below 3.00 following any three grading periods (consecutively or otherwise) will be dismissed.

**Grade Reports**

At the end of each semester, a full report of the student's academic performance showing courses taken, grades earned, quality points awarded, and grade point average may be obtained via BANNER Web. **Grade reports will not be mailed to students.** Academic suspensions or dismissals cannot be waived due to the student's failure to receive a grade report.

**Grade and Academic Appeals**

Students have the right to appeal a grade or other academic action if they believe that the instructor has violated his/her stated grading policy or other academic policy. Therefore, it is the faculty member’s responsibility to include specific grading and other academic policies for each of his/her classes. These policies must be provided to students on the course syllabus not later than the second day of class. Should a faculty member change any of his/her previously distributed grading or other policy at a later date, the change must be provided to students in writing and be applied uniformly, with ample notification to students.

In the event that a student believes that his/her grade is unfair and wishes to appeal a grade or other academic action, every attempt must be made to resolve the matter at the lowest possible level and the following procedures will apply:

1. The student must first attempt to resolve the matter informally with the faculty member.
2. If no resolution is affected or if the faculty member cannot be contacted, the student must appeal to the Department Head.
3. If the student remains dissatisfied, he/she may file a written appeal, with supporting documentation, to the Dean of Graduate Studies within 30 days from the end of the semester in which the action occurred. The Dean, in consultation with the Department Head, will provide a written response to the student.

If the faculty member involved is a Department Head, the appeal should be filed with the Dean of Graduate Studies. If faculty member is a Dean, the appeal should be filed with the Vice President for Academic Affairs.

4. If the Dean (or Vice President for Academic Affairs) finds that the student has reasonable cause for an appeal, an Appeals Committee will be appointed consisting of three faculty members to make recommendations to the Dean.

**Final Examinations**
Faculty should adhere to the final examination schedule that is published and distributed by the Registrar’s office. Any deviation from the published schedule must be approved by the appropriate Dean and the Vice President for Academic Affairs.

Registration
Registration (pre-registration) dates for each semester are listed in this catalog, online at www.fvsu.edu, and on a Master Schedule published each semester by the Office of the Registrar. Students may obtain copies of the Master Schedule from the Registrar’s Office.

Requirements for Graduation
Transfer Credit
A maximum of fifteen (15) semester hours completed in residence in a recognized graduate school may be accepted as transfer credits, provided such work makes up a sequence and provided the grades in each course are “B” or better. Transfer credit is acceptable at the discretion of the advisor with the approval of the departmental chairperson and the Dean of the College of Graduate Studies. Courses taken more than seven years prior to enrollment will not be accepted for transfer credit, and resident courses must be updated if the program is not completed before the courses are seven years old or older. (See re-validation of courses.)

Reading and Writing Proficiency Requirement
The Board of Regents requires that all master’s degree candidates show evidence of proficiency in reading and writing the English language. The College of Graduate Studies tests students using a Writing/Reading Test administered during Graduate Studies Orientation. If a graduate student does not receive a passing score on this test, then the requirement must be satisfied upon the completion of eighteen hours of graduate credit. Those not satisfying this requirement will not be allowed to enroll for additional credits. Students who have not met the requirement should contact the Graduate Studies Office to arrange tutoring and schedule a time to take or retake the Writing/Reading Test.

Residence Requirement and Time Limitation
The minimum residence requirement is one academic year of two semesters or the acceptable equivalent in summer work. Any transfer credit allowed may not be used to reduce the period of residency. The time limitation to completing all requirements for the master’s degree is seven calendar years from the date of the student’s first enrollment in the Graduate College. Students are required to complete the program requirements within seven years. If the program has certain requirements for licensure, certification, etc., these must also be met even if the course(s) has/have already been completed. Certification requirements must be met regardless of catalog mandates.

Re-Validation of Courses
1. Courses are good for a period of seven (7) years. A course more than seven (7) years old but not more than ten (10) years old may be re-validated. Courses more than 10 years old must be retaken. A maximum of three courses in a program may be re-validated. The student must see the department chairperson for guidance in the re-validation of courses.
Thesis Requirement
Each student who chooses to write a thesis is encouraged to focus on a subject for research early in his or her candidacy. With the help of his or her academic advisor, the student must choose three or more advisors as a thesis committee by the time 18 hours of graduate study have been completed. At least one of these advisors must be a faculty member in the student’s graduate degree program. The graduate program department head should approve the three advisors chosen for this purpose, with final approval from the Graduate Dean.
A student can only register for thesis credit (see appropriate listing) when the program coordinator receives official notification from the student’s thesis advisors. If at any time the student wishes to change the constitution of the thesis committee, a request stating the reason for the change must be submitted in writing to the program coordinator, and the change must be approved by the Graduate Dean. If a thesis committee member requests to be removed from the committee, a substitute must be approved by the graduate program department head with the final approval from the Graduate Dean.
A student who has received an “incomplete” on the thesis and has completed all other requirements is required to enroll and pay the required fees in any subsequent semester that he/she returns to remove the incomplete. Such students are ineligible for thesis consultations and use of library facilities during any interim period when they are not officially enrolled.
The thesis is considered complete when it is unanimously approved by the thesis committee, when it is approved by the Dean of the Graduate College, when it is in the format specified in the Fort Valley State University Thesis Template, and when documentation is presented reflecting binding requirements are met and paid for.

Thesis format The thesis format must follow that in The Fort Valley State University Graduate School Student Manual for Preparing Theses and Dissertations published in spring 2012. Please contact the Hunt Library for information.

Membership of Thesis Committees
The Chairperson of the thesis committee must have a full graduate faculty appointment. The committee members may be graduate faculty members with associate, part-time* or special appointments to the Graduate Faculty.
* Under special circumstances, a faculty member from another institution who meets the criteria for part-time Graduate Faculty may serve as a member of the thesis committee upon the approval of the Dean of Graduate Studies & Extended Education.
Primary responsibility for recommending Graduate Faculty for membership shall rest with the individual’s department chairperson, and the department head and faculty of each graduate program, with the approval of the Dean of the College, the Dean of Graduate Studies & Extended Education, and the Graduate Council. Each program, department or school may develop criteria supplemental to the above but may not reduce or alter the basic minimum criteria. Appointments to the Graduate Faculty shall be made by the Vice President for Academic Affairs from those recommendations approved by the Graduate Council.

Option to the Thesis Requirement
Students who do not write a thesis are required to enroll in appropriate coursework as required by the given department. The program advisor will approve the necessary course(s).
Admission to Graduate Candidacy
Admission to the Graduate School is by no means tantamount to being fully admitted to a master’s degree program. To be admitted to a master’s degree program, a student:
1. Must have completed nine (9) semester hours of graduate work and
2. Must have maintained at least a “B” average over all graduate work taken. Only when the above criteria have been met will the student be considered a master’s candidate. The student’s advisor will file an approved plan for a thesis or a research project, if applicable. **Students must be admitted to candidacy prior to the completion of eighteen (18) hours of graduate course work.**

Program of Study
The Program of Study must be completed and on file in the Graduate Office by the completion of 18 hours of graduate work. If the student is following the program requiring a thesis, the thesis subject must also be submitted for approval. The Program of Study shall consist of those courses for which graduate credit is granted toward a degree. No changes shall be made in the Program of Study without approval of the Dean of Graduate Programs. A memorandum of such changes must be appended to the Program of Study in the candidate’s file.

Dual Degree Policy
Graduate Studies policy allows dual degrees and concentrations for graduate students. Each program will provide guidelines for enrollment in concentrations or dual degrees pertaining to eligibility for the programs’ assistantships.

Examinations
**Writing/Reading Skills Test:** This test is offered during Graduate Studies Orientation, FVSU 0500, and may be repeated. Writing/reading proficiency is required.

**Responsible Conduct of Research:** All graduates are required to pass a test on Responsible Conduct of Research based on the first part of the training module provided in FVSU 0500 Graduate Orientation. Students working in laboratories will be required to pass tests on additional modules.

**Comprehensive Examination for graduate students majoring in Mental Health Counseling, Middle Grades Education, School Counselor Education, Rehabilitation Counseling and Case Management, and History:**
All degree-seeking graduate students in the above majors are required to take and successfully pass a final written comprehensive examination.

**Written Examination** - A candidate for graduation shall be expected to demonstrate the ability to utilize the knowledge and skills that have been acquired to meet situations in the area of specialization. A student will not be allowed to sit for the comprehensive examination if any of the following prerequisites have not been met:
- up-to-date course work in the master’s degree program;
- completion of required courses;
- grade-point average of 3.00 or better;
- removal of “I” (incomplete) grades;
- Writing/Reading Test, or completed writing sample;
- admission to candidacy.
The candidate will be allowed a total of three attempts for the comprehensive examination. A candidate who does not pass after three attempts will be dismissed from the given master’s degree program. No candidate for the master's degree in Mental Health Counseling, Middle Grades Education, Early Childhood/Special Education, M.A.T., School Counselor Education or Rehabilitation Counseling and Case Management, History or the specialist degree in School Counselor Education shall be exempted from the required comprehensive examination. If the comprehensive is failed three times in a degree program, the student will not be allowed to transfer more than 9 semester hours to a related degree program at FVSU if he/she decides to reapply for another degree program. Students should be aware of this policy at the time of application.

A candidate whose performance is adjudged failing may ask the graduate department head or Graduate Dean for a review of his/her exam paper. Such a review, conducted by a faculty member in the candidate's field, will be limited to identifying weaknesses in the candidate's performance that led to the failing results, to improve performance at the next or some future administration. The Comprehensive Examination will not be re-administered to the same candidate during the same semester. **A candidate may take the Comprehensive Examination a maximum of three times.**

Degree candidates are required to be enrolled students at the time of completion of their degree requirements. Students who fail the Comprehensive Examination should, therefore, enroll in Independent Study, usually (EDUC 5981), to maintain their enrolled status in the semester in which they are to take the Comprehensive Examination.

**Note:** No student will be allowed to sit for the comprehensive examination in a field to which the student has not been officially admitted to candidacy.

**Credit-Hour Requirements for Graduation**

The minimum credit-hour requirements for graduation with a graduate degree are specified for each degree program listed in this catalog. Each graduate must have an academic average (computed over all graduate work attempted) of at least 3.00 (“B” average).

In addition, candidates for degrees must satisfy the following requirements:

1. A candidate for graduation must be enrolled in the University during the semester in which academic requirements are completed.
2. Each candidate for graduation is required to file, in the Office of the Registrar, an Application for Graduation before the announced deadline for Commencement. The application requires the payment of a graduation fee. A new application and graduation fee are required if the applicant fails to meet all degree requirements for the commencement for which the original application was filed.
3. Comprehensive examination requirements, thesis defense requirements or capstone research report requirements must be completed.
4. A minimum of one-half of the hours required for the degree must be earned in residence.
5. All degree requirements must be completed within seven years of the first enrollment that is applicable to the degree. (The first graduate course taken to be used toward the degree.)
6. Candidates must apply for graduation by the following deadlines:
   - Term of Expected Graduation/Completion Application Deadline
     - Fall Semester: September 1
     - Spring Semester: February 1
Summer Semester: July 1
8. Late graduation application penalty. Students who do not complete their applications for graduation by the published deadline will be assessed a penalty.
9. Each candidate for graduation must achieve a required score on his /her major exit examination or other required examinations for the major. All required assessments must have been completed.

Commencement Participation Policy
The University will observe three degree conferral dates—May, July, and December. Participation in commencement exercises is not required.
- **May conferral date.** Students who complete all graduation requirements by the end of the Spring Semester will have a May conferral date on their diplomas.
- **July conferral date.** Students who complete all graduation requirements by the end of the Summer Semester will have a July conferral date on their diplomas.
- **December conferral date.** Students who complete all graduation requirements by the end of the Fall Semester will have a December conferral date on their diplomas. Participation in the commencement ceremony does not necessarily mean that a student is graduating.

Student Academic Advisor
Each student will be assigned an academic advisor by the appropriate department head when the student enters or within two weeks after the graduate program has begun. While the student is responsible for following the specific program elected, the department head assigns the advisor to give counsel and assistance in matters academic and personal. In the absence of the academic advisor, the department head will perform this function.

Graduate Assistantships
To qualify for graduate assistantships offered through the Graduate Studies office, available only during the fall and spring semesters, applicants must be admitted with at least a 2.70 undergraduate GPA or have a graduate GPA of 3.0 or above. Awarding of graduate assistantships is competitive, and requirements of the assistantship site and responsibilities will be considered in the selection process. Interviews may be required. It is possible that availability of graduate assistantships may not be announced until the beginning of the term. Requirements and availability may vary for assistantships offered by individual departments and funded by grants. Please contact your program of interest for additional information.

Other Policies
Disclaimer of Accident Liability
The University assumes no liability for injuries sustained by students while engaged either in class or in extra-curricular activities, except in the case of athletes who are participating in or practicing for regularly scheduled athletic events. Insurance, at reasonable rates, is available through the Office of Student Affairs to all students who desire general health and accident coverage. Approved student health insurance is required for international students.

Children in the Workplace Policy
Pursuant to its mission and philosophy, Fort Valley State University encourages all residents to take advantage of the numerous opportunities that the University offers. However, in the interest
of personal safety, persons who are younger than 16 years of age should not be on campus on a regular or prolonged basis. To this end, such persons are not allowed in classrooms, laboratories, instructional support, or student life areas except in the context of programs or activities designed and conducted for the inclusion of the general public.

Posthumous Award of Degrees
Fort Valley State University may award a posthumous undergraduate or graduate degree to a student who met the following conditions:
- was in good academic standing;
- had no disciplinary sanctions pending; and
- whose death was not the result of illegal behavior on the part of the student.
Additionally, the student should have successfully completed 75% (94 semester hours) of the degree requirement. Graduate students must be within 90% successful completion of coursework and research/thesis. A student who does not meet the 75% or 90% completion rate may be granted a Certificate of Attendance along with a letter of condolence from the University.

Students’ Privacy Rights
The Family Educational Rights and Privacy Act (FERPA):
Fort Valley State University is covered by the Family Educational Rights and Privacy Act (FERPA) of 1974. FERPA is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Under this Act, students have the right to: (1) inspect and review education records maintained by the institution that pertain to them, (2) challenge the content of records on the grounds that they are inaccurate, misleading or a violation of their privacy or other rights, and (3) control disclosures from their education records with certain exceptions.

Board of Regents' Policy on Access to Records
Any student, regardless of age, who is or has been in attendance at Fort Valley State University has the right to inspect and review his/her education records within a reasonable period of time (not to exceed 45 days) after making a request. However, the student shall not have access to: (1) financial records of parents, (2) confidential letters of recommendation placed in the record prior to January 1, 1975, or (3) letters of recommendation concerning admission, application for employment or honors for which the student has voluntarily signed a waiver. When the student and the official responsible for a particular record are unable to resolve questions as to the accuracy of information contained therein, the student shall have an opportunity for an impartial hearing to challenge the contents of his record. For additional information please contact the Office of the Assistant to the President and/or Office of Admissions and Enrollment.

Graduate Students’ Code of Conduct
Introduction
FVSU encourages student growth and development so that students are able to contribute to society by devoting themselves to respect for the dignity and welfare of self and others.
Students of high academic and personal integrity deal with the public and other professionals in and out of the classroom. They perform in a non-discriminatory manner and take reasonable steps to consult with professionals when they have questions regarding their ethical obligations or professional practice.

**Graduate Studies Classroom and Professional Code of Conduct**

Practice behavior that is acceptable in the professional workplace and appropriate to your chosen field:

1. In the learning environment and in written communication, employ language and conduct that are honest, civil, courteous, and responsible.
2. Participate in classroom, lab, or field activities, and participate in groups with whomever you are assigned as team members.
3. Show respect for the dignity and diversity of individuals, and work on building constructive relationships with instructors and fellow students. (The Golden Rule.)
4. Avoid disruptive and discourteous behavior such as coming to class late, talking at inappropriate times, reading newspapers in class, or monopolizing class time.
5. Respect the value of other individuals’ time by submitting work on time, making requests in a timely manner, and not expecting immediate responses to requests.
6. Speak of your program, fellow students and instructors with the knowledge that what you say may affect the image and thus the value of your degree and your institution.
7. Follow rules for safety and proper maintenance of equipment and materials.
8. In addition to practice, professionalism in the workplace and class, graduate students are expected to exhibit attire that is reflective of their chosen career path.

**The following undergraduate code applies to graduate students, as well:**

**FVSU Classroom Code of Conduct and Dress Code**

As a means of becoming successful and prepared for the professional world, including internships, graduate or professional school and positions of employment, Fort Valley State University students are expected and required to abide by the following codes. Individual breaches of codes of conduct or dress codes will be dealt with by the instructor, on a case-by-case basis, based on the severity of the infraction. Punishment can range from being marked “absent” for that day to being dismissed from the class. Severe or repeat infractions may be turned over to judiciary.

**GENERAL DECORUM**

1. Students must be able to present their ID cards for inspection. It is recommended that the card be visibly displayed, whether clipped to a waistband or breast pocket or worn on a lanyard.
2. Students must attend class regularly, missing no more than the allowed number of absences:
   a. Absent 1 hour of class for a 1 credit hour course;
   b. Absent 2 hours of class for a 2 credit hour course;
   c. Absent 3 hours of class for a 3 credit hour course;
   d. Absent 4 hours of class for a 4 credit hour course.

Students whose absences exceed the above scale will receive a reduction in their final course averages as determined by the faculty member. Exceptions to this policy on point reduction may be granted by the faculty upon presentation of documentation from the Vice President of Academic Affairs that an official excuse has been granted for the student's absence. Conditions warranting such an approval include cases involving death in the family, illness of the student or
his/her immediate family members or for military duty. It is the student's responsibility to provide legitimate, official documentation of excused absences to the instructor(s) of the courses involved. Other reasons for absences not covered here must be cleared with the appropriate College Dean.

3. Students must be on time to class and must remain until dismissed.
4. Students must prepare for each class meeting by reading assignments and completing any required written work.
5. Students must meet all deadlines, including those established by the instructor and those set by the University.
6. Students must never have electronic devices such as cell phones, PDA’s, iPods, or similar items in use during class time unless the instructor explicitly allows them as part of the instructional activities.
7. Students are expected to act with courtesy and respect to instructors, guests, staff members, and fellow classmates. For example, students should refrain from talking during class while the instructor or another student "has the floor". Failure to behave with proper courtesy and respect could result in disciplinary action.
8. Students must not come to class under the influence of drugs or alcohol.
9. Food and drinks are not allowed in the classroom, lecture hall, or lab.

**STUDENT DRESS CODE**

Dress must be modest and appropriate for a professional or serious setting. **Ethical behaviors** are defined specifically by each professional organization with attention to details that are unique to the profession or the discipline. Some ethical behaviors can be identified among all or most disciplines, however, and these are identified here for students at FVSU.

1. Academic integrity. Students produce quality academic research and writing without plagiarizing or using the work of others (without proper credit given). Students practice a strict code of honesty related to tests and assignments and display honesty in their academic evaluations and assessments.
2. Respectful behavior. Students treat others with respect, including faculty and staff, other professionals in the academic and surrounding communities, and their fellow students. Students refrain from behaviors that are sexually harassing, culturally insensitive, or interpersonally inappropriate.
3. Confidentiality. Students maintain confidentiality of records, correspondence and conversations. Students understand that information given to them personally by others through any form of communication (e.g., verbally, in writing, emails, or text messages) is unique to their situation and within the confines of that relationship, not to be shared with others. (Students understand that messages can have altered meanings when taken out of context.)

**Professional behaviors** are those in the realm of interpersonal skills, attitudes, and beliefs about personal and professional development. Specific behaviors are identified that will enhance students’ experiences and ultimately determine their success in FVSU Graduate Studies programs.

1. Professional appearance. Students demonstrate acceptable and appropriate professional appearance, and use personal hygiene practices that encourage interaction and collaboration among faculty, staff, professionals in the academic and surrounding communities, and fellow students. Cleanliness is valued and practiced for classroom studies, presentations, and community involvement, such as internship placements.
2. Professional language. Students learn and utilize standard English, appropriate grammar, and critical thinking and analysis in their writing and verbal communications in order to demonstrate academic proficiency. Students refrain from profanity and improper language by developing higher levels of language usage in order to represent themselves and FVSU as academic successes. Students refrain from malicious gossip, slander or defamation of character against others, including faculty, staff, professionals in the academic and surrounding communities, and their fellow students.

3. Professional judgment. Students learn and exhibit sound reasoning. Students learn and utilize decision-making and problem-solving skills that allow for self-monitoring and control of their behavior and emotions. Students refrain from loud, abusive, negative, demeaning, sarcastic, inappropriate, combative language in interpersonal interactions with others. Students refrain from emotional outbursts that intimidate or endanger the welfare of others. Students are alert to signs of impairment from their own physical, mental, or emotional problems and seek assistance for problems that reach the level of impairment.

4. Professional behavior. Students practice thorough preparation for coursework, meet deadlines consistently, report to class on time and remain for the entire class period, honor faculty requests for classroom decorum (such as no cell phone use during class instruction). Students honor the Student code of conduct and comply with ethical standards for FVSU and their discipline. Students accept and use constructive feedback non-defensively and understand that FVSU faculty and student’s value lifelong learning. Students positively interact with others with respect for differing opinions.

Students’ Rights and Grievance Procedures

Procedures for Student Appeals

When a student shall be expelled or suspended by action of the Judiciary Committee, such student shall have the right to appeal in accordance with the following procedures.

1. The person aggrieved shall appeal in a typewritten letter to the President of the institution, with a copy to the Vice President for Students Affairs within five days after the receipt of the decision rendered. The President of the institution, within five days, appoints a committee composed of three members of the faculty of the institution or utilizes the service of an appropriate existing committee. This committee shall review all facts and circumstances connected with the case and shall within five days make its findings and report thereon to the President. After consideration of the committee’s report, the President shall within five days make a decision which shall be final so far as the institution is concerned.

2. A student may appeal on grounds that the evidence was not sufficient to find him or her in violation of the Student Code of Conduct or other specified relevant grounds. In either case, he or she shall clearly state his ground for appeal in his or her typewritten statement.

3. The President shall be given a tape recording and/or a written summary of the proceedings in the original hearing of the Judiciary Committee. If a verbatim transcript has been made, it should be made available to the President for his or her consideration.

4. Should the aggrieved person be dissatisfied with the decision of the President, he shall have the right to apply in writing to the Board of Regents for a review. An application to the Board of Regents shall be submitted in writing to the Executive Secretary of the Board within a period of five days after the President’s decision and shall cite all reasons for dissatisfaction with the previous decision.
Disciplinary actions
A. Disciplinary Procedures
All acts of misconduct on the part of students shall be reported in writing to the Vice President for Student Affairs, who is designated the principal administrator to enforce university disciplinary measure as they pertain to student misconduct. Each complaint shall contain a statement or facts outlining each alleged act of misconduct, and shall state each regulation which the student is alleged to have violated.
B. The Vice President for Student Affairs shall cause to be investigated alleged acts of student misconduct reported to him or her. He or she may appoint a staff member(s) to conduct an inquiry into alleged misconduct act(s), and the appointed member(s) shall recommend to the Vice President for Student Affairs what further action is indicated. The Vice President of Student Affairs shall notify the accused student(s) in writing.
C. When written notification is made by the Vice President of Student Affairs to the student(s) for alleged violation of misconduct, it shall contain a statement of the nature of the alleged or suspected misconduct, and state the section(s) of the conduct code the student(s) is/are alleged to have violated.
D. The Vice President of Student Affairs will normally confer with the accused student(s), and at this conference, the student(s) may admit or deny the alleged violations. The student(s) may waive further hearing(s) and appeals in writing and request that the Vice President for Student Affairs or his/her designee take appropriate action, or she/he may request a hearing as specified in Section VIIIE and VIIIF below.
E. Cases of misconduct which may result in suspension or expulsion will normally be referred to the Judiciary Committee, which shall hear and try these cases. (This does not preclude possible legal actions by appropriate civil or criminal law enforcement agencies in those cases in violation of federal, state or local laws.)
F. Cases of misconduct of a less serious nature that do not result in suspension or expulsion will normally be referred to the Student Court, which shall hear and try cases on the part of any students.
G. Any student(s) accused of an act of misconduct is encouraged to notify his/her parents or guardian of the charges. Parents or guardian will be granted, if requested, a conference with the Vice President for Student Affairs prior to the hearing.

Disruptive Behaviors:
The following is the policy of the Board of Regents regarding disruptive behavior in any institution of the University System.
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 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. (BR Minutes, 1968-69, pp. 166-168; 1970-71, p. 98)

Student Grievance against Instructor
The University strongly promotes the fair exercise of due process for the student. Committees for Student Grievances are established annually at the University to hear cases related to academic
and other student grievances resulting from actions of faculty and administrative staff members. It is the student’s responsibility to understand these rights and procedures.

**Purpose**
The purpose of the following procedures is to resolve grievances pertaining to academic matters or other such matters resulting from actions of faculty and administrative staff members. Procedures set forth in this document relate to two types of grievances: (1) academic grievances, (2) other student grievances. Examples of grievances contained within these two categories are listed in this publication and are located in the Office of the Vice President for Student Affairs. Resolution should be achieved at the lowest administrative level and in the most equitable way possible. The burden of proof rests with the complainant.

**Steps toward Redress**
A student who feels that he/she has a grievance should first seek to resolve this by discussion with the faculty or administrative staff member involved. When the informal means fail to resolve the problem, the student may file a grievance. The two procedures to follow are outlined below, depending on the nature of the grievance.

A. **Academic Grievance** (a problem which occurs in the classroom or which is related to a student’s program of study.)
1. Consult with the instructor, if a classroom situation, and submit a written statement or complaint within 30 days of the end of the quarter in which the grievance occurs.
2. Students should address their concerns about particular courses and situations directly to and only to the specific and appropriate faculty member of that course.
3. Only after all avenues of problem solving activities have been exhausted with the faculty member, should the student request a meeting with the program coordinator or Department Chair.
4. If agreement on or compromise of the problem is not achieved, direct the grievance in writing to the program coordinator or Department Chair (within ten days of the instructor’s decision). If there is no program coordinator or Department Chair, then one seeks resolution from the Dean of the School.
5. If, at the level of the program coordinator or Department Chair, agreement on or compromise of the problem is not achieved; direct the grievance to the Dean of the College (within ten days of the Department decision).
6. If still not satisfied that a fair and equitable solution has been found, direct the written grievance to the Vice President for Academic Affairs (within ten days of the Dean of the college’s decision).
7. As a last resort and only after steps 1-4 above have been carried out, or have been conscientiously attempted; direct the grievance in writing to the President of the University (within ten days of the Vice President for Academic Affairs’ decision), who will refer it to the Student Academic Grievance Committee for its recommendation before rendering a decision.

B. **Other Student Grievances** (Any problem which occurs outside of the classroom or is not related to a student’s program of study. Please refer to Section XV for the procedure to be followed for sexual harassment complaints.)
1. Within 10 days of the occurrence, the student will initiate a conference with the administrative staff member involved. The grievance should be in the form of a written statement indicating what the student believed is wrong and what remedy is expected of the administrator. Following
the conference, the administrative staff member will complete a written summation of the conference, and reply to the grievance. This reply will be given to the student and a copy forwarded to the administrator’s immediate supervisor.

2. If agreement on, or compromise of the problem is not achieved, the student may direct the grievance in writing to the immediate supervisor of the administrator within five (5) days after receiving the reply from the initial conference, stating why the original reply is not satisfactory. The supervisor will follow the same procedure outlined in Step 1 in writing a summation and will forward it the administrator to the President of the University.

3. The President of the University will refer the grievance to the Student Grievance Committee. The committee will review the case and make a recommendation to the President, who will inform the student of his decision.

C. Grievance Committees
Guidelines for membership of the Student Academic Grievance and Student Grievance Committees are located in the Office of Academic Affairs and the Office of Students Affairs.

Discrimination and Harassment Grievance Procedures for Students/Employees
Fort Valley State University

A. Policy on Discrimination and Harassment
The University is committed to creating and maintaining a learning and working environment free from all forms of discrimination and harassment on the grounds of disability, age, sex, race, national origin, or color and the University’s own related policies. Staff and students are responsible for ensuring that their own behavior contributes to the maintenance of learning and work environment free from all forms of discrimination and harassment, including sexual harassment. The University also expects management to provide a harassment free environment and a commitment to the procedures for dealing with complaints of discrimination and harassment.

B. Accommodations
Title II of the ADA addresses the right of access to public services by individuals with disabilities. According to the Americans with Disabilities Act Handbook (U.S. Department of Justice, 1991), the purpose of Title II is to "prohibit discrimination on the basis of handicap in all services, programs, and activities provided or made available by local or state governments and their affiliate agencies," regardless of whether they receive federal funding. Although many public services are covered under ADA Title II, so, too, is the right of equal access to postsecondary education settings. Therefore the Differently Ablted Services Center was created and functions to increase retention for students with learning disorders by ensuring equal treatment, opportunity, and access for persons with impairments and/or disorders. The center provides support services which assist students with learning disorders in the attainment of their academic as well as personal potential. Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act define a Differently Ablded person as someone with a physical or mental impairment that substantially limits one or more major life activities such as walking, seeing, hearing, speaking, breathing, learning, and working. Such a person must have a record of the impairment or regarded as having such impairment. Fort Valley State University will grant reasonable accommodations and provide appropriate auxiliary aids and services to ensure all qualified students achieve access to its programs and services.

C. Definitions
Discrimination and harassment cover a range of verbal and physical behavior which is unwelcome and unsolicited.

1. Discrimination includes both direct and indirect discrimination that disadvantages and individual and/or groups in employment and/or education. Direct discrimination refers to individual actions or behavior usually resulting from prejudiced or stereotypical thinking; indirect discrimination involves instances where certain people are unreasonably excluded or otherwise disadvantaged by apparently neutral policies, practices, procedures or decisions which are unfair or unequal in their effect.

2. Harassment occurs when behavior and/or language is found to be offensive: it does not apply to reciprocal behavior or banter of a private nature which neither party finds offensive.

3. Any behavior which is personally offensive debilitates morale or interferes with employee or student work effectiveness in making reference to gender, marital status, pregnancy, homosexuality, race, national origin, physical and intellectual disability, religious belief, political opinion or age may constitute discrimination and/or harassment.

D. Steps toward Resolution

The University has a special procedure for dealing with complaints that are about discrimination or harassment between students and between staff and students. These are called Discrimination and Harassment Grievance Procedures for Students/Employees. They are different from student and academic grievance procedures.

1. Jurisdiction: If a University student/employee believes he or she has been discriminated against or harassed because of his or her sex, race, national origin, religion, disability, or age by any University personnel or another student, he or she has the right to seek a review of such concerns. The Affirmative Action/Equal Employment Opportunity Officer will deal with complaints or discrimination or harassment made by students against staff, while the Judiciary Committee will handle student complaints or discrimination or harassment against other students. The Grievance Hearing Committee will handle employee complaints of discrimination or harassment.

Both offices shall have the authority to conduct inquiries into student/employee grievances related to discrimination and harassment, to attempt resolution of those grievances, and to present to the appropriate Vice President its recommendations for a suitable response to the grievance it has considered.

2. Informal Procedure: Prior to submitting a formal complaint, an aggrieved student/employee may attempt through informal means to resolve the grievance satisfactorily. The student/employee should first attempt to resolve the grievance or complaint informally with the employee or student involved in the dispute and/or his/her supervisor or the student committee/body involved in the dispute. If the attempt to resolve the matter informally is unsuccessful, the aggrieved student/employee is encouraged to consult, as appropriate, with the advisor of the student, committee/body, or the Unit/Department Head. The student/employee may request mediation, by contacting the Student Judicial Affairs Office, as an alternative form of dispute resolution before submitting a formal written complaint.

3. Formal Procedure: A student/employee who wishes to file a formal grievance may do so by submitting a signed letter in writing to the Coordinator and Director of Equal Opportunity Program within 180 day of the alleged offense. Complaints must be filed in writing, on the form below, and must contain the name, address, and telephone number of the person(s) filing the grievance and a description of the alleged violation. The AA/EEO Officer will promptly
undertake an investigation. He or she will provide a written finding to the student/employee, the Vice President for Student Affairs, and any other appropriate Vice President within 60 days.

4. Retaliation: A student/employee who makes use of the grievance procedure shall not be retaliated against for doing so. A student/employee may choose another student or faculty/staff persons to accompany him/her through the steps of the procedure.

5. Appeal: A student/employee who believes that a grievance has not been resolved to his or her satisfaction after a formal review is conducted may appeal the outcome to the President of the University. Such an appeal shall be in writing and signed by the student/employee within five days after receipt of the decision rendered. The President shall make a determination on the appeal and promptly inform the student/employee in writing of that determination.

D. Notice of Non-Discrimination

Fort Valley State University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following persons have been designated to handle inquiries regarding the non-discrimination policies. All complaints, excluding those filled against the Coordinator, should be addressed to:

Ms. Denise Eady

**Title IX/ADA/Section 504/Title II Coordinator and Director of Equal Opportunity Programs**

C.V. Troup Building, Room 106
Fort Valley State University
Fort Valley, GA 31030
Telephone: (478) 825-6333

All complaints filed against the Coordinator should be addressed to:

**President**

Fort Valley State University
Huntington Hall, Suite 300
Fort Valley State University
Fort Valley, Georgia 31030
Telephone: (478) 825-6315

****To obtain a Grievance Form, please go to Room 202 in the C.V. Troup Administrative Building or send a request to distanceeducation@fvsu.edu.

Please return to the Coordinator, Room 106 of Troup Administration Building, for all grievances. For all grievances filed against the Coordinator, return this form to the Office of the President, Suite 300, Huntington Hall, (478) 825-6315. 85

Persons with disabilities may request assistance in completing this form. Contact the Office of Differently Able Services in Room 127, Peabody Hall, and (478) 825-6744.

Graduate Student Government Association. The Graduate Student Government Association (GSA) is an umbrella service and advocacy organization composed of all graduate students at the Fort Valley State University. The Graduate Student Government Executive Committee serves as a formal representative body for graduate and post baccalaureate professional students. The Executive Committee acts as a decision-making body for the Graduate Student Association through its representative structure to provide a unified voice for the Fort Valley State University graduate students.

Each graduate program will have a graduate student representative to the graduate students’ Executive committee:
Students are encouraged to become familiar with the Constitution of the Student Government Association. Each college (Arts & Sciences, Education, and Agriculture) may have one graduate student representative on Graduate Council. Graduate Council consists of faculty representatives, administrators, and three student representatives.) The student representatives should be elected by the Graduate Student Government Association.

ACADEMIC PROGRAMS & CURRICULA

Degree Programs
Fort Valley State University is organized into four colleges: the College of Agriculture, Technology and Family Sciences, the College of Arts and Sciences, the College of Education, and the College of Graduate Studies and Extended Education. Academic departments within these colleges offer major degree programs of study leading to the award of the Associate, Baccalaureate, and Master's Degrees.

Concentrations in Graduate Studies (must be a graduate student to enroll)

Graduate Concentration in Food Hygiene (16 Credits)
(The Animal Science faculty approved the “Graduate Concentration in Food Hygiene” as a combined program with MPH.) The following are the courses:
ANSC 5103 Biometrics or HLTH 5153 Biostatistics 3 Credits
ANSC 5113 Physiological Chemistry 3 Credits
ANSC 6413 Food Microbiology 3 Credits
ENVH 5193 Environmental Health Hazard Management 3 Credits
ANSC 6423 Food Quality Assurance 3 Credits
ANSC 5850 or HLTH 5850 Food Science Industry Internship 1 Credits

Graduate concentration in Biotechnology (18 hours)
(The Biotechnology faculty approved the Biotechnology concentration program. Candidates will be required to enroll in and complete 18 credit hours of course work with no need for Thesis Research and/or Internship Experience. No applicant without the knowledge and/or work experience in biology, genetics, and chemistry will be accepted in this certification program. Students will have to enroll in these courses when offered in the graduate program. Individual capability of each student will determine the time taken/needed in order to complete the established requirements for the concentration.)
COURSES: (Select 18 Credit Hrs. from following list)
BIOT 5253 Molecular Biotechniques 3 hrs.
BIOT 5373 Plant Tissue and Cell Culture 3 hrs.
BIOT 5923 Food Safety Biotechnology 3 hrs.
BIOT 5973 Industrial Biotechnology 3 hrs.
BIOT 6193 Commercial Biotechnology 3 hrs.
BIOT 6393 Microbial Biotechnology 3 hrs.
BIOT 6663 Bioprocess Technology 3 hrs.
BIOT 6753 Bioethics and Regulatory Issues 3 hrs.
(The MPH Program faculty has already approved the following Graduate concentrations.)
Graduate Concentration in Core Public Health Competencies (18 hours)
Courses: HLTH 5103 Environmental Health 3 hrs. HLTH 5123 Epidemiology 3 hrs. HLTH 5153 Biostatistics 3 hrs. HLTH 5173 Public Health Policy and Administration 3 hrs. HLTH 5200 Health Behavior/Health Promotion 3 hrs. HLTH 5100 Introduction to Public Health 3 hrs.

Graduate Concentration in Environmental Health (15 hours)
Courses: HLTH 5103 Environmental Health 3 hrs. ENVH 5113 Environmental Pollution 3 hrs. ENVH 5183 Environmental Law 3 hrs. ENVH 5193 Environmental Health Hazard Management 3 hrs. ENVH 5253 Industrial Hygiene 3 hrs.

Graduate Concentration in Rehabilitation Counseling & Case Management (18 hours)
Courses:
RCCM 5403 Intro. to Rehabilitation Counseling 3 hrs.
RCCM 5413 Intro. to Case Management 3 hrs.
RCCM 5423 Medical Case Management 3 hrs.
RCCM 5463 Vocational Rehabilitation 3 hrs.
CPSY 5623 Counseling theories and Practice 3 hrs.
RCCM 5452 Rehabilitation Assessment 3 hrs.

Major Degree Programs in Graduate Studies (programs of study are elaborated below)
Fort Valley State University is authorized by the Board of Regents to award the following graduate programs:
Master of Arts in:
History
Master of Public Health with a Concentration in Environmental Health
Master of Science with Majors in:
Animal Science
Biotechnology
Mental Health Counseling
Rehabilitation Counseling and Case Management
Master of Science in Education with Majors in:
Early Childhood/Special Education
Middle Grades Education
School Counselor Education
Education Specialist in:
School Counselor Education

Special Programs and Outreach Initiatives
Fort Valley State University responds to the busy lifestyles of today's students through flexible degree program offerings. Regular and non-traditional students are provided online courses and programs and flexible scheduling options to earn a college degree. Administrative, academic, and student support systems are provided to ensure students access to a quality educational experience comparable to that provided on campus.

Evening and Weekend Classes
Evening classes are scheduled to provide working adults with the opportunity and advantage of entering or completing degree programs, or taking individual courses for personal enrichment.
The objectives of evening courses are identical to those of courses taught during the day. The instructors are regular University faculty. Academic standards are maintained at the same level as in day courses. Admission and registration procedures are identical to those of day programs.

**Online (Web-based) Offerings**

Through the offering of online or web-based courses of study, Fort Valley State University provides quality educational programs of study to students independent of their geographic locations. Students who are situation bound, that is, students who are unable to attend college because of family, work, and other responsibilities are able to pursue a college degree via the Internet. Online courses are facilitated using the Desire2Learn learning management system (see http://www.fvsu.edu for additional information). Academic standards are maintained at the same level as in face-to-face courses. Admission and registration procedures are identical to those of traditional programs.

FVSU’s online courses are designed for the highly motivated and independent student who is willing to devote as much time and effort to web-based learning as to traditional classroom offerings. The student should be comfortable using technology and have time management and organizational skills. Fort Valley State University’s online courses and programs are listed on www.georgiaonmyline.org.

**Approved Online Graduate Program:**

Master of Science in Rehabilitation Counseling and Case Management

**External Degree Programs**

Fort Valley State University is authorized by the Board of Regents to provide designated resident degree (external degree) programs in Warner Robins, Georgia. The academic quality of these programs and the support services provided are equivalent to programs and courses offered on the Fort Valley State University campus. Additionally, students have access to the library, computer labs and other facilities located on the main campus in Fort Valley.

The following graduate programs are offered at the Warner Robins Center:

Master of Science with Majors in:

- Mental Health Counseling,
- Rehabilitation Counseling and Case Management

Master of Science in Education with Majors in:

- Early Childhood/Special Education;
- Middle Grades Education;
- School Counselor Education.

Education Specialist in:

- School Counselor Education.

**Continuing Education Non-Credit Programs**

Non-credit activities follow broader and more flexible guidelines than credit classes, and are designed to provide occupational development, personal enrichment and leisure courses for residents of Middle Georgia. Courses are scheduled according to instructional need and vary from three hours to one year. Costs are determined on a contract basis, and vary according to content, instructional needs and operational expenses. Admission is open to the public,
Regardless of age. Many activities are offered for certification through the award of Continuing Education Units (CEUs).

**Certification Programs**
Continuing Education Certification programs are designed to assist participants in preparing for new careers, professions or occupations, or to upgrade one’s existing career, professional or occupational skills. Participants are enabled to function effectively in the community or in the work place.

Continuing Education Credits (CEUs) and Professional Learning Units (PLUs) are provided on the basis of clock hours and student performance. Nationally used criteria for CEUs are subscribed to by the University. (Ten clock hours of successful student performance equals one CEU.) Continuing Education Units (CEUs) and Professional Learning Units (PLUs) are not equivalent to academic credits, and the two may not be interchanged.

**Community Services**
Fort Valley State University strives to use its many resources to help enhance and develop the regional community that it serves. The physical and human resources of the University are available to assist individuals and groups in the development of educationally related programs and to assist in resolving community problems. Fort Valley State University personnel are available as resource persons, consultants, speakers, and as representatives of the University to serve on community-based projects. Under certain conditions, the facilities of the University may be used by local organizations to present educational programs to community audiences.

**Contract Programs**
Special educational programs, both non-credit and academic credit, are available to local businesses and organizations. These programs are based upon organizational needs, and are contracted on an individual organizational basis. They may be delivered at the organization’s location, on the Fort Valley State University campus, or at some other designated site. They are further designed to meet employer specifications and blend state-of-the-art knowledge with on-the-job needs.

**Master of Arts (M.A.) in History:**
Program Description
The MA in History requires 36 credit hours and is typically completed in three or four semesters. The program has three tracks: 1) African-American and Diaspora History; 2) Military History; and 3) General History.

The course requirements and options are as follows (for specific course selection options see Balance Sheets at http://www.fvsu.edu/College of Arts and Sciences/Department of History, Geography/Political Science, & Criminal Justice/Degree Offerings):

Students will select either the Thesis Option or the Non-Thesis Option and a Track

**Thesis Option**
HIST 5000 Historical Research and Writing, 3 hours
History Courses in Track, 18 hours (including at least one seminar)
History Courses Outside Track, 9 hours
Thesis, 6 hours
Total, 36 hours
Non-Thesis Option
HIST 5000 Historical Research and Writing, 3 hours
History Courses in Track, 21 hours (including at least two seminars)
History Courses Outside Track, 12 hours (This may include internship or other practical history project as approved by adviser.)
Total, 36 hours

Tracks
African American and Diaspora History
Military History
General (The General Track is particularly recommended for teachers in the public schools. For the Thesis Option, students will be expected to take 6 hours each in U.S., European, and African History with the remaining 9 hours to reflect the student’s interests and provide background for the thesis. In the Non-Thesis Option, students will be expected to take 9 hours each in U.S., European, and African History with the remaining 6 hours to reflect the student’s interests.)

A comprehensive examination focused for those doing the Thesis Option on the research for that paper or on the overall program of study for students who chose the Non-Thesis Option is required at the completion of work for the degree.
Specific requirements by Track are as follows:

ACADEMIC REQUIREMENTS—African American and Diaspora Track
Required Course (3 hours)
HIST 5000 Research and Writing 3

Courses in Track (Select 18 hours for Thesis Option or 21 hours for Non-Thesis Option)*
HIST 5334 Black American History to 1865 3
HIST 5335 Black American History Since 1865 3
HIST 5340 Narratives of Black Atlantic 3
HIST 5360 Africa to 1850 3
HIST 5365 Africa Since 1850 3
HIST 5366 South Africa, 1660 -2000 3
HIST 5450 Blacks in the US Military 3
HIST 5550 Gender in World History 3
HIST 5600 Africans in the Americas 3
HIST 6401 Civil War & Reconstruction 3
HIST 6415 American Civil Rights Movement 3
HIST 6800 Seminar in US History to 1877** 3
HIST 6850 Seminar in US History Since 1877** 3
HIST 6900 Seminar in African History** 3
HIST 6950 Seminar in Diaspora History** 3
HIST 6975 Special Topics in History** 3
*Courses in Track must include 3 seminar hours for Thesis Option or 6 seminar hours for Non-Thesis Option.

Courses Outside Track
(Select 9 hours for Thesis or 12 hours Non - Thesis***)
HIST 5300 Jacksonian America  3
HIST 5304 Modern England  3
HIST 5311 Georgia in American History  3
HIST 5330 Military History  3
HIST 5380 American Revolution & New Nation  3
HIST 5400 U.S. Military History  3
HIST 5500 War and Peace and Women  3
HIST 6408 U.S. Constitutional History  3
HIST 6430 The Napoleonic Wars  3
HIST 6460 The World Wars  3
HIST 6800 Seminar in US History to 1877**  3
HIST 6850 Seminar in US History Since 1877**  3
HIST 6900 Seminar in African History**  3
HIST 6950 Seminar in Diaspora History**  3
HIST 6975 Special Topics in History**  3
**Courses may be taken up to 3 times due to changing content. Consult with advisor regarding content.
***May include internship or other special topic project via HIST 6975 if arranged with advisor

Thesis Option (6 hours required)
HIST 6998 Thesis  3
HIST 6999 Thesis 3

ACADEMIC REQUIREMENTS—General History Track
Required Course (3 hours)
HIST 5000 Research and Writing  3

Content Courses (Select 27 hours, to meet the following requirements)*
Category I, American (Select at least 6 hours from the following):
HIST 5300 Jacksonian America  3
HIST 5311 Georgia in American History  3
HIST 5334 Black American History to 1865  3
HIST 5335 Black American History Since 1865  3
HIST 5380 American Revolution & New Nation  3
HIST 5400 U.S. Military History  3
HIST 5408 U.S. Constitutional History  3
HIST 5450 Blacks in the US Military  3
HIST 5500 War and Peace and Women  3
HIST 6401 Civil War & Reconstruction  3
HIST 6415 American Civil Rights Movement  3
HIST 6800 Seminar in US History to 1877**  3
HIST 6850 Seminar in US History Since 1877**  3
HIST 6975 Special Topics in History**/***  3

Category II, European (Select at least 6 hours from the following):
HIST 5304 Modern England  3
HIST 5330 Military History  3
HIST 6430 The Napoleonic Wars  3
HIST 6460 The World Wars  3
HIST 5550 Gender in World History  3
HIST 6975 Special Topics in History**/*** 3

Category III, African & Diaspora (Select at least 6 hours from the following):
HIST 5340 Narratives of Black Atlantic 3
HIST 5360 Africa to 1850 3
HIST 5365 Africa Since 1850 3
HIST 5366 South Africa, 1660-2000 3
HIST 5600 African in the Americas 3
HIST 6900 Seminar in African History** 3
HIST 6950 Seminar in Diaspora History** 3
HIST 6975 Special Topics in History**/*** 3

*Courses in Track must include 3 seminar hours for Thesis Option or 6 seminar hours for Non-Thesis Option.

**Courses may be taken up to 3 times due to changing content. Consult with advisor regarding content.

***May include internship or other special topic project via HIST 6975 if arranged with advisor

Thesis Hours (6 hours)
HIST 6998 Thesis 3
HIST 6999 Thesis 3

ACADEMIC REQUIREMENTS—Military History Track

Required Course (3 hours)
HIST 5000 Research and Writing 3

Courses in Track (Select 18 hours for Thesis Option or 21 hours for Non-Thesis Option)*
HIST 5330 Military History 3
HIST 5380 American Revolution & New Nation 3
HIST 5400 U.S. Military History 3
HIST 5450 Blacks in the Military 3
HIST 5500 War and Peace and Women 3
HIST 6401 Civil War & Reconstruction 3
HIST 6430 The Napoleonic Wars 3
HIST 6460 The World Wars 3
HIST 6800 Seminar in US History to 1877** 3
HIST 6850 Seminar in US History Since 1877** 3
HIST 6700 Seminar in European** 3
HIST 6900 Seminar in African History** 3
HIST 6975 Special Topics in History** 3

*Courses in Track must include 3 seminar hours for Thesis Option or 6 seminar hours for Non-Thesis Option.

Courses Outside Track

(Select 9 hours for Thesis or 12 hours Non-Thesis***)
HIST
5300 Jacksonian America 3
HIST 5304 Modern England 3
HIST 5311 Georgia in American History 3
HIST 5340 Narratives of the Black Atlantic 3
HIST 5354 Black American History to 1865  3
HIST 5355 Black American History since 1865  3
HIST 5360 Africa to 1850  3
HIST 5365 Africa since 1850  3
HIST 5366 South Africa  3
HIST 5408 U.S. Constitutional History 3
HIST 5550 Gender in World History 3
HIST 5600 Africans in the Americas 3

HIST 6415 Civil Rights Movement 3
HIST 6800 Seminar in US History to 1877**  3
HIST 6850 Seminar in US History Since 1877**  3
HIST 6700 Seminar in European**  3
HIST 6900 Seminar in African History**  3
HIST 6950 Seminar in Diaspora History**  3
HIST 6975 Special Topics in History**  3
**Courses may be taken up to 3 times due to changing content. Consult with advisor regarding content.
***May include internship or other special topic project via HIST 6975 if arranged with advisor

**Thesis Option (6 hours required)**
HIST 6998 Thesis  3
HIST 6999 Thesis  3

**Master of Arts in Teaching (MAT) - A Secondary Education Preparation Program**
**Notice: All M.A.T. programs are deactivated starting summer 2014.**

Program Requirements are listed here for the use of students already in the programs.
This program offers college graduates with degrees in English, biology, history or mathematics a
degree program at the master’s level that will lead to initial teaching licensure (certification) for
grades 6 - 12. Applicants who have degrees in an area other than the four listed may be eligible
for the program after taking specified undergraduate courses in their selected teaching field. The
number of undergraduate hours needed to meet admission requirements will be determined by
the program coordinator after a review of official transcripts.
Applicants must submit applications and all required documents to the office of Graduate
Studies. Additional program admission requirements include passing scores on the Georgia
Assessment for Certification of Educators (CAGE) Basic Skills Assessments in reading, math,
and writing, and passing scores on the GACE content assessments in the chosen teaching field
(this should only be taken after completing all undergraduate content coursework). Letter of
Recommendation forms for the MAT are available from the program coordinator.
Students will be required to take 36 semester-hours of courses designated to have numbers 5000
or above to satisfy the requirements for the Master of Arts in Teaching degree. The combination
of graduate level courses will be determined by the graduate advisor with input from the
graduate student. The program consists of 27 hours of educational coursework and field
experience and 9 hours of graduate level content coursework.
Most classes are held at the Warner Robins Center. Some of the 9 hours of subject area courses
(English, history, biology, or mathematics) may be offered on the main campus.

Program of Study
The following is the program of study for the Master of Arts in Teaching degree. The fulltime candidate should take a full schedule of 9 hours during the academic year. In addition, the candidate’s enrollment in content courses will depend upon the frequency such courses are offered in the College of Arts and Sciences.

FVSU 0500 Orientation to Graduate Studies 0 hours
EDUC 5503 Fundamentals of Research Design 3 hours
EDUC 5253 The Exceptional Child (with Practicum) 3 hours
SCED 5131 Curriculum Needs of the Secondary Learner (with practicum) 3 hours
SCED 5632 Classroom Management Strategies (with practicum) 3 hours EDUC 5423 Seminar in Social Issues and Comparative Education 3 hours
SCED 5130 Exploring teaching and Learning 3 hours
SCED 5232 Methods and Problems of Teaching Secondary Schools 3 hours
SCED 5731 Supervised Practicum/Seminar 3 hours 97
SCED 5895 directed Teaching Internship/Seminar OR 6 hours
SCED 5891 Internship I in Secondary Schools/Seminar AND 3 hours
SCED 5892 Internship II in Secondary Schools/Seminar 3 hours
The latter two courses are substituted for Directed Teaching if the candidate gets employed before completing the program.
Candidates should also have a course in Reading in the Content Areas and a course in Instructional Technology, both of which may be taken at the undergraduate level or the graduate level.
The following is a list of some of the content courses available; others may be offered by the department if needed. Because there is a new Master of Arts in History program, a variety of history courses other than those listed is offered.

Language Arts
ENGL 5003 Communicative Arts 3 hours
ENGL 5023 Teaching Literature in the Middle Grades 3 hours
ENGL 5423 American Literature II 3 hours

Math
MATH 5301 Numbers & Operations 3 hours
MATH 5020 Algebra connections 3 hours
MATH 5030 Geometry & Measurements 3 hours
MATH 6010 Advanced Studies of the Calculus 3 hours
MATH 6020 Probability and Statistics 3 hours

Science
BIOL 5103 Issues in Environ. Science 3 hours
BIOL 5243 Human Anatomy 3 hours
BIOL 5334 Environmental Microbiology 3 hours
BIOL 5354 Physiological Toxicology 3 hours

Social Science
HIST 5500 Topics in World History 3 hours
HIST 5311 Georgia in American history 3 hours
HIST 5310 African American History 3 hours
HIST 5420 The Development of Modern Science and Medicine 3 hours
HIST 5312 Women in America 3 hours
Graduation requirements include a cumulative grade point average of not less than 3.0 on a 4.0 scale, the successful completion of the Final Written Comprehensive Examination, and successful completion of all program assessments.

**Master of Science (M.S.) in Animal Science:**
The Master of Science degree in Animal Science has as its primary objectives: 1) increasing the number of students currently under-represented in graduate education in the area of Animal Science, 2) preparing students for study toward a terminal degree in the area of animal science in institutions of higher education in the state of Georgia and across the nation, 3) enhancing the scientific and technical knowledge base of students for employment in animal-related industries and associated agencies, and 4) preparing students for leadership roles in a technologically advanced society through study of the unique aspects of animal science, such as animal biotechnology, cell biology, nutrition, and product technology, with an emphasis on small ruminants.

Classes are held on the Fort Valley campus.

Students will be required to take 36 semester-hour courses designated to have numbers 5000 or above to satisfy the requirements for the Master of Science degree in Animal Science. Out of the total 36 semester credit hours, 6 credit-hours will be allotted to research and thesis. The combination of graduate level courses will be determined by the graduate advisory committee with input from the graduate student.

Master’s candidates will be required to submit a written and oral presentation of their proposed thesis research project, in consultation with their major professor, for assessment by the graduate committee prior to starting the research. The student will be assessed in their oral presentation for organization, mastery of the subject matter, and presentation effectiveness. The written proposal will be assessed for technical completeness and feasibility.

Each student who will write a thesis is encouraged to focus on a subject for research early in his or her candidacy. With the help of his or her academic advisor, the student must choose three or more advisors as a thesis committee by the time 18 hours of graduate study have been completed. At least one of these advisors must be a faculty member in the student’s graduate degree program. The graduate program department head should approve the three advisors chosen for this purpose, with final approval from the Graduate Dean.

A student can only register for thesis credit (see appropriate listing) when the program coordinator receives official notification from the student’s thesis advisors. If at any time the student wishes to change the constitution of the thesis committee, a request stating the reason for the change must be submitted in writing to the program coordinator, and the change must be approved by the Graduate Dean. If a thesis committee member requests to be removed from the committee, a substitute must be approved by the graduate program department head with the final approval from the Graduate Dean.

A student who has received an “incomplete” on the thesis and has completed all other requirements is required to enroll and pay the required fees for three credit hours in any subsequent semester that he/she returns to remove the incomplete. Such students are ineligible for thesis consultations and use of library facilities during any interim period when they are not officially enrolled.

The thesis is considered complete when it is unanimously approved by the thesis committee, when it is approved by the Dean of the Graduate College, when it is in the format specified in the
Fort Valley State University Thesis Template, and when documentation is presented reflecting binding requirements are met and paid for.

Students will be required to present two graduate seminars during their master’s program. The first will be based on a current literature review in their respective area of interest. The second seminar will be based on their thesis research and will be presented to the Animal Science and other faculty before graduation. The Animal Science faculty will evaluate each presentation for technical content, student’s mastery of the subject matter and use of appropriate technology. The student will be required to successfully defend his/her thesis to the thesis committee in order to graduate.

The Master of Science degree in Animal Science provides three options: Animal Products Technology, Animal Nutrition and Reproduction and Cell Physiology. Following are the suggested course sequences for the three options:

**Program of Study for Master of Science (MS) in Animal Science**

**Animal Products Technology Option (36 credit hours)**

**First Semester**
- ANSC 5103 Biometrics 3 hours
- ANSC 5113 Physiological Chemistry I 3 hours
- ANSC 6353 Food Analysis 3 hours
- FVSU 0500 Orientation to Graduate Studies 0 hr

**Second Semester**
- ANSC 5203 Experimental Design and Data Analysis 3 hours
- ANSC 5123 Physiological Chemistry II 3 hours
- ANSC 6373 Food Chemistry 3 hours

**Third Semester**
- ANSC 6383 Structure and Biochemistry of Muscle as Food 3 hours
- ANSC 6413 Food Microbiology 3 hours
- ANSC 6436 Research and Thesis 3 hours

**Fourth Semester**
- ANSC 6403 Processed Meat Technology 3 hours
- ANSC 6393 Dairy Products Technology 3 hours
- ANSC 6436 Research and Thesis 3 hours

**Total 36 hours 100**

**Animal Nutrition Option (36 credit hours)**

**First Semester**
- ANSC 5103 Biometrics 3 hours
- ANSC 5113 Physiological Chemistry I 3 hours
- ANSC Analytical Techniques in Biological Sciences 3 hours
- FVSU 0500 Orientation to Graduate Studies 0 hr

**Second Semester**
- ANSC 5203 Experimental Design and Data Analysis 3 hours
- ANSC 5123 Physiological Chemistry II 3 hours
- ANSC 6143 Ruminant Nutrition 3 hours

**Third Semester**
- ANSC 6223 Digestive Physiology and Intermediary Metabolism 3 hours
- ANSC 6103 Plant-Herbivore Interactions 3 hours
ANSC 6436 Research and Thesis 3 hours

**Fourth Semester**
ANSC 6153 Animal Energetics 3 hours
ANSC 6163 Protein and Amino Acid Metabolism 3 hours
ANSC 6436 Research and Thesis 3 hours

**Total 36 hours**

**Reproduction and Cell Physiology Option (36 credit hours)**

**First Semester**
ANSC 5103 Biometrics 3 hours
ANSC 5113 Physiological Chemistry 3 hours
ANSC 5323 Advanced Gross Anatomy 3 hours
FVSU 0500 Orientation to Graduate Studies 0 hours

**Second Semester**
ANSC 5203 Experimental Design and Data Analysis 3 hours
ANSC 5293 Advanced Vertebrate Physiology 3 hours
ANSC 5123 Physiological Chemistry II 3 hours

**Third Semester**
ANSC 6283 Physiology of Reproduction 3 hours
ANSC 6273 Cell Physiology 3 hours
ANSC 6436 Research & Thesis 3 hours

**Fourth Semester**
ANSC 6303 Molecular Biology Techniques 3 hours
ANSC 6253 Molecular Endocrinology 3 hours
ANSC 6436 Research & Thesis 3 hours

**Total 36 hours**

**Master of Science in Biotechnology (MS Biotech):**

The Master of Science degree in Biotechnology has the following as its primary objectives: (1) increasing the number of students currently underrepresented in graduate education in the area of Plant / Animal / Applied Biotechnology, (2) preparing students for study toward a terminal degree in the area of biotechnology and other bioscience disciplines at the institutions of higher education in the state of Georgia and across the nation, (3) enhancing the scientific and technical knowledge base of our students for employment in biotechnology / bioscience related academics, industries and associated agencies, and (4) preparing students for the leadership roles in a technologically advanced society through learning of the unique aspects of biotechnology, such as animal biotechnology, cell biology, plant biotechnology, Food Bioprocessing and safety / security, nanobiotechnology, commercial biotechnology, industrial biotechnology, and other developing / emerging innovative biotechnology applications.

Classes are held on the Fort Valley campus as well as the Warner Robins campus. Students will be required to take 38 semester credit hours in course work designated to have numbers between 5000 and 6999 to satisfy the requirements for the Master of Science degree in Biotechnology (MS in Biotech). Out of the total 36 semester credit hours, 6 credit hours will be allotted to thesis research or non-thesis internship. The combination of graduate level courses for each enrolled student will be determined by the graduate advisory committee with input from the graduate student(s).

Master’s candidates will be required to submit written and oral presentations of their proposed thesis research or internship projects, in consultation with their major professors or advisors, for assessment.
by the graduate committee prior to starting the thesis research or internship program. The student will be assessed in his/her oral presentation for organization, mastery of the subject matter, and presentation effectiveness. The written proposal will be assessed for technical completeness and feasibility.

Each student who will develop a thesis or write an internship report is encouraged to focus on a subject for research/internship early in his or her candidacy. With the help of his or her academic advisor, the student must choose three or more advisors as a thesis or internship committee by the time 18 hours of graduate study have been completed. At least one of these advisors must be a faculty member in the student’s graduate degree program. The graduate program department head should approve the three advisors chosen for this purpose, with final approval from the Graduate Dean.

A student can only register for thesis or internship credits (see appropriate listing) when the program coordinator receives official notification from the student’s thesis or internship advisors. If at any time the student wishes to change the constitution of the thesis or internship committee, a request stating the reason for the change must be submitted in writing to the program coordinator, and the change must be approved by the Graduate Dean. If a thesis or internship committee member requests to be removed from the committee, a substitute must be approved by the graduate program department head with the final approval from the Graduate Dean.

A student who has received an “incomplete” on the thesis or internship report and has completed all other requirements is required to enroll and pay the required fees for three credit hours in any subsequent semester that he/she returns to remove the incomplete. Such students are ineligible for thesis consultations and use of library facilities during any interim period when they are not officially enrolled.

The thesis or internship report is considered complete when it is unanimously approved by the thesis or internship committee, when it is approved by the Dean of the Graduate College, when it is in the format specified in the Fort Valley State University Thesis Template or Internship Format, and when documentation is presented reflecting binding requirements are met and paid for. Students will be required to present two graduate seminars during their Master’s Degree program. The first will be based on a current literature review in their respective area of interest relevant to thesis Research or Internship Program. The second seminar will be based on their thesis research or internship experience and will be presented to the biotechnology and associated faculty before graduation. The biotechnology faculty will evaluate each presentation for technical content, student’s mastery of the subject matter, including mastery of techniques and use of appropriate technology. The student will be required to successfully defend his/her research thesis or internship report to the graduate committee in order to graduate.

The Master of Science degree in Biotechnology has provided three options: Plant Biotechnology, Animal Biotechnology, and Applied Biotechnology. Following are the suggested course sequences for these three options in the Biotechnology Graduate Program at the Fort Valley State University:

Program of Study for Master of Science in Biotechnology

A. PLANT BIOTECHNOLOGY OPTION (38 hours.)

FALL – First Year (10 hours)
FVSU 0500 Orientation to Graduate Studies 0 hours
BIOT 5103 Biostatistics and Experimental Designs 3 hours
BIOT 5373 Plant Tissue and Cell Culture 3 hours
BIOT 5403 Molecular Genetics and Bioinformatics 3 hours
BIOT 5661 Technical and Scientific Writing 1 hours 103

SPRING – First Year (10 hours)
BIOT 5253 Molecular Biotechniques 3 hours
BIOT 5483 Molecular Marker Technology 3 hours
BIOT 6193 Commercial Biotechnology 3 hours
BIOT 6001 Graduate Seminar 1 hours
**FALL – Second Year (9 hours)**
BIOT 5543 Gene Transfer and Expression 3 hours
BIOT 5923 Food Safety Biotechnology 3 hours
BIOT 6993 Master’s Thesis Research 3 hours
**SPRING – Second Year (9 hours)**
BIOT 5893 Biotech in Crop Improvement 3 hours
BIOT 6533 Biotechnology Specialty Plants 3 hours
BIOT 6993 Master’s Thesis Research 3 hours

**B. ANIMAL BIOTECHNOLOGY OPTION (38 hours)**
**FALL - First Year (10 hours)**
FVSU 0500 Orientation to Graduate Studies 0 hours
BIOT 5103 Biostatistics and Experimental Designs 3 hours
BIOT 5123 Physiological Chemistry 3 hours
BIOT 5403 Molecular Genetics and Bioinformatics 3 hours
BIOT 5661 Technical and Scientific Writing 1 Hour
**SPRING - First Year (10 hours)**
BIOT 5253 Molecular Biotechniques 3 hours
BIOT 5333 Animal Growth Biology 3 hours
BIOT 6193 Commercial Biotechnology 3 hours
BIOT 6001 Graduate Seminar 1 hour
**FALL – Second Year (9 hours)**
BIOT 5543 Gene Transfer and Expression 3 hours
BIOT 5923 Food Safety Biotechnology 3 hours
BIOT 6993 Master’s Thesis Research 3 hours
**SPRING – Second Year (9 hours)**
BIOT 5613 Embryo Transfer Technology 3 hours
BIOT 6393 Microbial Biotechnology 3 hours
BIOT 6993 Master’s Thesis Research 3 hours

**C. APPLIED BIOTECHNOLOGY OPTION (36 hours)**
**FALL - First Year (10 hours)**
FVSU 0500 Orientation to Graduate Studies 0 hours
BIOT 5103 Biostatistics and Experimental Designs 3 hours 104
BIOT 5403 Molecular Genetics and Bioinformatics 3 hours
BIOT 5753 Bioengineering 3 hours
BIOT 5661 Technical and Scientific Writing 1 Hours
**SPRING - First Year (9 hours)**
BIOT 5253 Molecular Biotechniques 3 hours
BIOT 5973 Industrial Biotechnology 3 hours
BIOT 6193 Commercial Biotechnology 3 hours
BIOT 6001 Graduate Seminar 1 hours
**FALL -- Second Year (9 hours)**
BIOT 6143 Environmental Biotechnology 3 hours
BIOT 6393 Microbial Biotechnology 3 hours
BIOT 6993 Master’s Thesis Research 3 hours
BIOT 6996 Non-Thesis Internship 3 hours

**SPRING -- Second Year (9 hours)**

BIOT 6353 Nanobiotechnology 3 hours
BIOT 6663 Bioprocess Technology 3 hours
BIOT 6993 Master’s Thesis Research 3 hours
BIOT 6996 Non-Thesis Internship 3 hours

**ELECTIVE COURSES:**

BIOT 5503 Advanced Genetics 3 hours
BIOT 5883 Biotechnology Teaching Methods 3 hours
BIOT 6053 Bioinformatics 3 hours
BIOT 6253 Molecular Endocrinology 3 hours
BIOT 6283 Molecular Pharmacology & Toxicology 3 hours
BIOT 6373 Gamete and Embryo Biotechnology 3 hours
BIOT 6403 Global Issues in Biotechnology 3 hours
BIOT 6483 Molecular Immunology 3 hours
BIOT 6513 Computational Biology 3 hours
BIOT 6753 Bioethics and Regulatory Issues 3 hours
BIOT 6801 Forensic Biotechnology 1 hour

Total number of hours in each Biotechnology option is 38 hours.

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**Master of Science (M.S.) in Mental Health Counseling**

The Mental Health Counseling Program is designed to prepare counselors/therapists for work in the field of mental health and requires a full academic year of field experience (internship) in a mental health setting. It requires extensive field experience. The Master of Science Degree in Mental Health Counseling is a forty-eight (48) semester hour program embracing a range of knowledge and skills including extensive clinical practice in human service milieus such as community and private mental health agencies, correctional facilities, and gerontological settings. The program emphasizes education, theory, therapy and consultation. Students are prepared to provide mental health services to individuals, families and community groups. Classes are held at the Warner Robins Center.

Students who complete this program are eligible for licensure as a professional counselor in the State of Georgia (LPC) after gaining appropriate supervised practice and passing the State Composite Board Examination for Professional Counselors. Completion of the program may also lead to certification by the National Board of Certified Counselors (NBCC).

Opportunities for employment may be found in mental health agencies, substance abuse treatment facilities, gerontological facilities, psychiatric hospitals, correctional and rehabilitation centers, VA hospitals and other helping agencies. A full academic year of supervised internship provides the student with actual mental health counseling experience in a helping agency.

**Eligibility Requirements for Internship and Campus Supervision**

To be eligible for Internship I, MLHC 5772, the student must have taken and satisfactorily completed the following courses and must have a cumulative GPA of 3.0 or better:

MLHC 5413 Community Mental Health Counseling
CPSY 5733 Psychological Evaluation
CPSY 5623 Counseling Theories and Process
To be eligible for Internship II, MLHC 5782, the student must have taken and satisfactorily completed Internship I, MLHC 5772.

**Application for internship should be made one term prior to the term in which the student anticipates participating in the internship.** Late applications may be considered for the next semester. An application for an internship must be approved by the department head after it has been approved by the student’s advisor.

The student must be aware that internships are scheduled each academic term and care must be taken by each student to be sure that he/she registers for the appropriate internship. Further, students should be aware that the regularly scheduled time for internships, which will appear on the academic schedule of course offerings, refers to the on-campus sessions with the faculty supervisor. During on-campus supervision sessions, students who are at varying stages in their internships will participate together. The reason for this resides in the awareness that with such mixed groups, differences in experiences might arise. Those differences, however, might lead students through a variety of enriching experiences (vicarious and actual), which they would not have had otherwise. Additionally, the student must be in good standing with an overall GPA of 3.00 or above at the start of the semester during which the internship begins.

**Summer Scheduling:** Courses offered in the Summer term are determined on a per-year basis. Courses to be offered will be published during the Spring term. Students should be aware that summer school courses may be canceled if the required minimum enrollment is not met.

**Program for Mental Health Counseling**

The program requires a minimum of forty-eight (48) semester hours. The content courses are:

- **FVSU 0500 Orientation to Graduate Studies** 0 hours
- **MLHC 5413 Community Mental Health Counseling** 3 hours
- **CPSY 5463 Human Growth and Development** 3 hours
- **CPSY 5433 Drugs and Behavior** 3 hours
- **CPSY 5533 Fundamentals of Statistics & Measurement** 3 hours
- **CPSY 5453 Psychopathology** 3 hours
- **CPSY 562 Counseling Theories and Process** 3 Hours
- **CPSY 5543 Fundamentals of Research** 3 hours
- **CPSY 5733 Psychological Evaluation** 3 hours
- **CPSY 5553 Social and Cultural Foundations** 3 hours
- **CPSY 5633 Group Theory & Process** 3 hours
- **CPSY 5653 Behavior Assessment/Modification** 3 hours
- **MLHC 5422 Seminar in Professional Practice** 3 hours
- **CPSY 5643 Family Counseling and Guidance** 3 hours
- **CPSY 5443 Career Development** 3 hours
- **MLHC 5762 Case Management** 2 hours
- **MLHC 5772 Internship I** 2 hours
- **MLHC 5782 Internship II** 2 hours
Total hours in Mental Health Counseling: 48.

**Master of Science (M. S.) in Rehabilitation Counseling and Case Management**
The Rehabilitation Counseling and Case Management Program focuses upon providing training for students who are interested in working with the physically and emotionally disabled. This program also requires extensive field experience.
The Master of Science degree in Rehabilitation Counseling and Case Management is a forty-eight (48) semester hour program within the Department of Counseling Psychology and is professionally accredited by The Council on Rehabilitation Counselor Education (CORE). Traditional and hybrid (partially online) classes are held at the Warner Robins Center.

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The M.S. in Rehabilitation Counseling and Case Management also is offered as a fully online program. The requirements are the same as they are for the traditional program. Internships and practica will be supervised via virtual technologies for students who are unable to interact with campus evaluators face-to-face.

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The mission of the Rehabilitation Counselor program is to prepare professional rehabilitation counselors with the necessary knowledge, skills, and attitudes in order to work effectively with individuals who have physical, mental, or emotional disabilities. The goal of the program is to assist individuals with disabilities to achieve, to the fullest capacity, vocational, social, psychological and economic independence, and improved quality of life. The vigor of the program is one of both autonomy and empowerment in which individuals with disabilities exercise the utmost control over their lives.
The graduate training model utilized within the Rehabilitation Counselor Training Program will assist students to acquire a thorough understanding of the medical and psycho social impact of disability on all areas of the consumer’s life, including vocational and independent living, as well as provide the student with a solid skill and knowledge base in counseling theories and techniques, case management models and procedures, service coordination, career exploration, job development, job placement, and assistive technology. Further, students will become familiar with the historical components and various legislative and philosophical underpinnings of the Vocational Rehabilitation System. Graduates of the Rehabilitation Counseling program are eligible to sit for the national certifying examination in order to obtain the Certified Rehabilitation Counselors (CRC) credential. In addition, graduates of the Rehabilitation Counseling program are eligible for licensure as a professional counselor (LPC) in the State of Georgia after gaining appropriate supervised practice and passing the State Composite board Examination for Professional Counselors.

**RCCM 5706: Rehabilitation Internship**
The internship is designed to give the student practice in the delivery of services to individuals with disabilities. The student is required to complete six-hundred (600) clock hours of clinical experience as a student counselor or human services provider in an appropriate agency. In addition, the student must provide services to consumers with disabilities under the supervision of a qualified professional who has been designated as the agency field instructor. Two copies of the field instruction application should be completed and returned to the Field Instruction Coordinator for approval. **The application for internship should be made one term prior to the semester in which the student anticipates participating in the internship.** Late applications may be considered for the following semester.
To be eligible for RCCM 5706-Rehabilitation Internship, the student must have taken and satisfactorily completed the following courses and must have a cumulative GPA of 3.0 or better with no outstanding “Incomplete” grades:
RCCM 5403 Introduction to Rehabilitation
RCCM 5413 Introduction to Case Management
RCCM 5423 Medical Case Management 108
RCCM 5441 Rehabilitation Practicum
CPSY 5623 Counseling Theories and Process

Upon entering the Rehabilitation Counseling program, each student will be assigned an academic advisor. The academic advisor and student will jointly develop a program of study based on program requirements and the student’s area of interest. The program will contain both an academic and clinical component consisting of forty-one (41) semester hours of course work and seven (7) semester hours of practicum and internship. The program may be completed on either a part-time or full-time basis. Full-time students typically complete the program in a two-year time frame.

**Fully Online Program**
Students may pursue Rehabilitation Counseling and Case Management as a fully online program. For details especially related to being an online student, refer to www.fvsu.edu or go directly to http://online.fvsu.edu/.

**Summer Scheduling:** Courses offered in the summer term are determined on a yearly basis, and published during the spring term. Students should be aware that summer school courses may be canceled if the minimum enrollment is not met.

**Program for Rehabilitation and Case Management to be followed by students who enrolled prior to Fall 2014**

**First Semester**
RCCM 5403 Introduction to Rehabilitation 3 hours
RCCM 5413 Introduction to Case Management 3 hours
CPSY 5533 Fundamentals of Statistics and Measurement 3 hours
CPSY 5623 Counseling Theories and Process 3 hours
FVSU 0500 Orientation to Graduate Studies 0 hours

**Second Semester**
RCCM 5423 Medical Case Management 3 hours
RCCM 5452 Rehabilitation Assessment 2 hours
CPSY 5543 Fundamentals of Research 3 hours
CPSY 5633 Group Theory and Process 3 hours
CPSY 5733 Psychological Evaluation

**Third Semester**
RCCM 5463 Vocational Rehabilitation 3 hours
RCCM 5433 Psychological Case Management 3 hours
RCCM 5441 Rehabilitation Practicum 1 hour

**Fourth Semester**
RCCM 5473 Introduction to Rehabilitation Technology 3 hours
RCCM 5633 Design and Analysis of Rehabilitation Research 3 hours
RCCM 5706 Rehabilitation Internship 6 hours
* An Elective may be taken during any semester. Examples include, but are not limited to, the following courses:
CPSY 5643 Family Counseling & Guidance
CPSY 5663 Cross Cultural Counseling 109
The total minimum hours required for Master of Science in Rehabilitation is 48; 45 required credits and 3 elective hours.

Program for Rehabilitation Counseling and Case Management to be followed by students starting in Fall 2014
First year, Fall
RCCM 5403 Introduction to Rehabilitation* 3 hours
RCCM 5413 Introduction to Case Management* 3 hours
RCCM 5432 Psychiatric Rehabilitation 3 hours
COUN 5623 Counseling Theories & Process * 3 hours
FVSU 0500 Graduate Orientation (Required) 0 hours
First Year, Spring
RCCM 5423 Medical Case Management* 3 hours
RCCM 5452 Rehabilitation Assessment & Evaluation 3 hours
RCCM 5483 Cultural Diversity in Counseling 3 hours
RCCM 5473 Introduction to Rehab Tech 3 hours
COUN 5633 Group Theory & Process* 3 hours
Summer
Electives
Second Year, Fall
RCCM 5463 Vocational Rehabilitation 3 hours
RCCM 5464 Private Sector Rehab 3 hours
COUN 5533 Fund of Statistics & Measurement 3 hours
RCCM 5441: Practicum 1 hour
RCCM 6001 Comprehensive Review 0 hours
Second Year, Spring
RCCM 5421 Lifespan Development in Rehabilitation 3 hours
RCCM 5452 Research & Program Evaluation 3 hours
RCCM 5706 Rehabilitation Internship 6 hours
Suggested Electives
RCCM 5800 Special Topics -Afterlife Care 3 hours
COUN 5542 Fundamentals of Research 3 hours
COUN 5443 Career Development 3 hours
* Courses required before taking the practicum & internship and students must have a 3.0 GPA or above. Additionally for the internship, the practicum must be completed with a grade of B or above and at least 75% of coursework must be completed with a 3.0 GPA or above.

Master of Public Health (M.P.H.) in Environmental Health
The Master of Public Health (M.P.H.) degree program provides courses of study that prepare students to identify and propose solutions to a variety of environmental conditions that affect the health of minority, rural, and disadvantaged populations at disproportionate rates. Linkages between the high morbidity rates due to heart disease, cancer, and strokes and adverse environmental factors such as livestock rearing, farming practices, food handling, industrial
contaminants, and the like, will be studied with sensitivity to cultural, regional, and ethnic differences. Graduates of this degree program will be capable of pursuing further study in environmental health or related fields, conducting research in the discipline, managing community health agencies, and/or providing community-based leadership designed to educate and empower citizens to form partnerships in the interest of improving the overall health of their communities.

The total minimum hours required for Master of Public Health in Environmental Health is 45. Students may choose between the thesis option and the non-thesis option.

Non-thesis option: M.P.H.: Environmental Health
- Students may choose to complete an internship (6 hours) as the non-thesis option plus taking one elective (3 hours), leading to a total of 45 credit hours. A written report, oral presentation, and portfolio for the field experience are required and evaluated by a field experience evaluation committee.

Thesis Option: M.P.H.: Environmental Health
- Student may choose to complete a research thesis* (6 hours) plus an Internship (3 hours), leading to a total of 45 credit hours. A portfolio for the field experience is required and evaluated by the instructor (advisor).

*Each student who will write a thesis is encouraged to focus on a subject for research early in his or her candidacy. With the help of his or her academic advisor, the student must choose three or more advisors as a thesis committee by the time 18 hours of graduate study have been completed. At least one of these advisors must be a faculty member in the student’s graduate degree program. The graduate program department head should approve the three advisors chosen for this purpose, with final approval from the Graduate Dean.

A student can only register for thesis credit (see appropriate listing) when the program coordinator receives official notification from the student’s thesis advisors. If at any time the student wishes to change the constitution of the thesis committee, a request stating the reason for the change must be submitted in writing to the program coordinator, and the change must be approved by the Graduate Dean. If a thesis committee member requests to be removed from the committee, a substitute must be approved by the graduate program department head with the final approval from the Graduate Dean.

A student who has received an “incomplete” on the thesis and has completed all other requirements is required to enroll and pay the required fees for three credit hours in any subsequent semester that he/she returns to remove the incomplete. Such students are ineligible for thesis consultations and use of library facilities during any interim period when they are not officially enrolled.

The thesis is considered complete when it is unanimously approved by the thesis committee, when it is approved by the Dean of the Graduate College, when it is in the format specified in the Fort Valley State University Thesis Template, and when documentation is presented reflecting binding requirements are met and paid for.

Undergraduate Prerequisites
It is recommended that students seeking admission into the Master of Public Health degree program have completed the following courses or their equivalents prior to admission. Students who have not taken these courses as undergraduates may take them as co-requisites with graduate-level courses with permission of the faculty advisor or other measures may be advised to increase the student’s success in graduate science and statistics classes.

BIOL 1104K Biological Science 4 hours
CHEM 1211K Principles of Chemistry I 4 hours
CHEM 1212K Principles of Chemistry II 4 hours
CHEM 2221K Principles of Organic Chemistry I 4 hours
CHEM 2222K Principles of Organic Chemistry II 4 hours
MATH 1111 College Algebra 3 hours
MATH 2113 Elementary Statistics 3 hours

Program for Public Health: Environmental Health

Thesis Option

First Year

Fall Semester (9 Hours)
HLTH 5103 Environmental Health 3 hours
HLTH 5153 Biostatistics 3 hours
BIOL 5334 Environmental Microbiology 4 hours
FVSU 0500 Orientation to Graduate Studies 0 hour

Spring Semester (9 Hours)
CHEM 5304 Environmental Analysis 4 hours
HLTH 5123 Epidemiology 3 hours
HLTH 5173 Public Health Policy and Administration 3 hours 111

Summer Semester (9 Hours)
HLTH 5850 Field Experience in Public Health 1-6 hours
HLTH Elective 3 hours
ENVH Elective 3 hours
Thesis committee must be selected.

Second Year

Fall Semester (9 Hours)
BIOL 5354 Physiological Toxicology 4 hours
HLTH 5200 Health Behavior and Health Promotion 3 hours
ENVH 5183 Environmental Law 3 hours

Spring Semester (9 Hours)
ENVH 5253 Industrial Hygiene 3 hours
ENVH 5113 Environmental Pollution 3 hours
ENVH 5193 Environmental Health Hazard Management 3 hours

Summer Semester (9 Hours)
*HLTH 5850 Field Experience in Public Health 1-6 hours
HLTH Elective 3 hours
ENVH Elective 3 hours
HLTH 5999 Thesis Research 1-6 hours

Third Year

Fall Semester (9 Hours)
Guided Elective
HLTH 5999 Thesis Research

Total hours required for the Thesis Option in Environmental Health: 45

* The core sequence must be completed prior to enrolling in these courses.

Non-Thesis Option

First Year
Fall Semester (9 Hours)
HLTH 5103 Environmental Health 3 hours
HLTH 5153 Biostatistics 3 hours
BIOL 5334 Environmental Microbiology 4 hours
FVSU 0500 Orientation to Graduate Studies 0 hour

Spring Semester (9 Hours)
CHEM 5304 Environmental Analysis 4 hours
HLTH 5123 Epidemiology 3 hours
HLTH 5173 Public Health Policy and Administration 3 hours

Summer Semester (9 Hours)
HLTH 5850 Field Experience in Public Health 3 hours
HLTH Elective 3 hours
ENVH Elective 3 hours
Subject for research report based on field experience must be selected.

Second Year
Fall Semester (9 Hours)
BIOL 5354 Physiological Toxicology 4 hours
HLTH 5200 Health Behavior and Health Promotion 3 hours
ENVH 5183 Environmental Law 3 hours

Spring Semester (9 Hours)
ENVH 5253 Industrial Hygiene 3 hours
ENVH 5113 Environmental Pollution 3 hours
ENVH 5193 Environmental Health Hazard Management 3 hours

Summer Semester (9 Hours)
*HLTH 5850 Field Experience in Public Health 3 hours
HLTH Elective 3 hours
ENVH Elective 3 hours

Third Year
Fall Semester (9 Hours)
ENVH Special Topics or other elective 3 hours
Additional HLTH 5850 Field Experience in Public Health hours or electives 6 hours
* The core sequence must be completed prior to enrolling in these courses.

Total hours required for the Non-Thesis Option in Environmental Health: 45.

Master of Science in Education (M. S. Ed.) in Middle Grades Education
This program is designed for persons who already have teacher certification at the T-4 level or for persons who are eligible for such as they have completed an undergraduate teacher preparation program.

Program Requirements
Students will be required to take 36 semester-hour courses designated to have numbers 5000 or above to satisfy the requirements for the Master of Science degree in Middle Grades Education. The combination of graduate level courses will be determined by the graduate advisor with input from the graduate student.
Most education classes are held at the Warner Robins Center; some content courses are offered on the main campus.
M.S.Ed. candidates are required to complete an Action Research Project in lieu of a thesis. Candidates will be required to submit an oral presentation of their proposed action research project, in consultation with their major professor, when enrolled in EDUC 5503 – Fundamentals of Research Design. Approval to complete the project must be obtained from the FVSU Human Subjects committee before any research is conducted. During the final semesters of coursework, candidates enroll in the Action Research Practicum and complete the research. Candidates present their work to a committee of graduate faculty, and they submit their research in article format.

Program for Middle Grades Education
The following is the program of study for the M.S. Ed. in Middle Grades Education. Because most of the candidates enrolled in this program are teaching fulltime, the candidate may not be able to take a full schedule of 9 hours during the academic year. In addition, the candidate’s enrollment in content courses will depend upon the frequency such courses are offered in the College of Arts and Sciences. It is expected that Middle Grades candidates will take pedagogical and content courses whenever they are offered. Therefore, no order of study is offered except to suggest that the candidate should take EDUC 5503, Fundamentals of Research Design, as early in his program as possible.

Professional Education Courses (21 hours)
EDUC 5503 Fundamentals of Research Design 3 hours
Elective from graduate education courses 3 hours
FVSU 0500 Orientation to Graduate Studies 0 hour
EDUC 5423 Seminar in Social Issues and Comparative Education 3 hours
EPSY 5513 Pre-Adolescent Psychology 3 hours
EDMG 5613 Curriculum Needs of the Transescent Learner 3 hours
EDMG 5623 Methods and Problems of Teaching in the Middle Grades 3 hours
*EDUC 5793 Applied Research Practicum (capstone) 3 hours

Major Content Requirements (15 hours)
The candidate must take minimum of nine (9) hours in one concentration and a minimum of six (6) hours in a second concentration.
The following is a list of some of the content courses available; others may be offered by the department if needed. Because there is a new Master of Arts in History program, a variety of history courses other than those listed is offered.

Language Arts
ENGL 5003 Communicative Arts 3 hours
ENGL 5023 Teaching Literature in the Middle Grades 3 hours
ENGL 5423 American Literature II 3 hours

Math
MATH 5301 Numbers & Operations 3 hours
MATH 5020 Algebra Connections 3 hours
MATH 5030 Geometry & Measurements 3 hours
MATH 6010 Advanced Studies of the Calculus 3 hours 114
MATH 6020 Probability and Statistics 3 hours

Science
BIOL 5103 Issues in Environ. Science 3 hours
BIOL 5243 Human Anatomy 3 hours
BIOL 5334 Environmental Microbiology 3 hours
BIOL 5354 Physiological Toxicology 3 hours

Social Science
HIST 5500 Topics in World History 3 hours
HIST 5311 Georgia in American history 3 hours
HIST 5310 African American History 3 hours
HIST 5420 The Development of Modern Science and Medicine 3 hours
HIST 5312 Women in America 3 hours

A capstone research project is proposed in the first semester of the program and completed prior to graduation. This activity encourages middle grades candidates to be data-oriented and helps them to contribute to the educational mission of the school.

Candidates who are not full-time teachers will be placed in schools for field experiences and/or practica in order to complete the assignments for individual courses and the Key Assessments of the program. Otherwise, all candidates will use their own classrooms for these purposes, including the capstone research project.

The graduation requirement is a cumulative grade point average of not less than 3.0 on a 4.0 scale, the successful completion of the Final Written Comprehensive Examination, and a passing score on the Action Research Project, presentation, and paper.

**Master of Science in Education (M.S. Ed.) in Early Childhood/Special Education**
Students will be required to take 36 semester-hour courses designated to have numbers 5000 or above to satisfy the requirements for the Master of Science degree in Early Childhood Special Education. The combination of graduate level courses will be determined by the graduate advisor with input from the graduate student.

Classes are held at the Warner Robins Center.

Master’s candidates will be required to submit a written and oral presentation of their proposed action research project, in consultation with their major professor, for assessment by the graduate committee prior to starting the research. The student will be assessed in their oral presentation for organization, mastery of the subject matter, and presentation effectiveness. The written proposal will be assessed for technical completeness and feasibility.

**Program for Early Childhood/Special Education**
The following is the program of study for the M.S. Ed. in Early Childhood Special Education. Because most of the candidates enrolled in this program are teaching fulltime, the candidate may not be able to take a full schedule of 9 hours during the academic year. In addition, current certification will determine the order of study. It is expected that Early Childhood Special Education candidates will take pedagogical and content courses whenever they are offered.

**Professional Core Requirements (7 hours)**
EDUC 5503 Fundamentals of Research Design 3 hours
EDUC 5603 Instructional Leadership 3 hours
FVSU 0500 Orientation to Graduate Studies 0 hour

**Specific Pedagogical Requirements (15 hours)**
EDUC 5423 Seminar in Social Issues and Comparative Education 3 hours
ECSP 5424 Diversity and Differentiated Instruction 3 hours
ECSP 5425 Educational Assessment and Program Planning 3 hours
ECSP 5623 Methods and Problems of Teaching in Early Childhood
Special Education 3 hours
*EDUC 5793 Applied Research Practicum (capstone) 3 hours

**Major Requirements (15 hours)** (5 of 6 courses must be approved by advisor).

READ 5131 Approaches to Teaching Reading 3 hours
ECSP 5426 Trends and Issues in Mathematics for ECSP 3 hours
READ 5434 Content Area Literacy 3 hours
ECSP 5428 Using Instructional Strategies in the Content Areas 3 hours
ECSP 5429 Family Support and Intervention 3 hours
ECSP 5427 Ethics and the Law 3 hours

Important Note: Program candidates who wish to receive a clear renewable certificate as a school teacher must complete and pass GACE Basic Skills Assessment and content Area Assessments, have state technology competency certification, and complete the Introduction to Exceptional Child course (EDUC 5253). The Exceptional Child is required in addition to the course work specified in this program description if the student has not previously taken a course in the identification and education of children with special needs, as required by “House Bill 671.”

A capstone research project is proposed in the first semester of the program and completed prior to graduation. This activity encourages early childhood special education candidates to be data-oriented and helps them to contribute to the educational mission of the school.

Candidates who are not full-time teachers will be placed in schools for field experiences and/or practica in order to complete the assignments for individual courses and the Key Assessments of the program. Otherwise, all candidates will use their own classrooms for these purposes, including the capstone research project.

The graduation requirement is a cumulative grade point average of not less than 3.0 on a 4.0 scale, the successful completion of the Final Written Comprehensive Examination and a passing score on the GACE examination for content areas (not to be repeated if taken in an undergraduate program).

**Master of Science in Education (M.S.Ed.) in School Counselor Education**

Graduates from the School Counselor Education (M.S.Ed.) program will demonstrate knowledge, skills, technical competencies, and dispositions to function proficiently as school counselors in the 21st century. The school counseling program emphasizes experiences in educational settings where our graduates will be sensitive to the context of all candidates. Proficient school counselors work in primary, elementary, middle, and high school settings and create an atmosphere where all candidates can learn. The program meets all the educational requirements for the Professional School Counselor Certificate, Level 5. By taking three courses per semester, the program can be completed in almost two years, but most candidates will take fewer courses and extend their programs. The program considers candidates’ backgrounds and adds knowledge, skills, values, and professional practices, which will allow them to be employed in Georgia schools and to build upon their interests and experiences.

Classes are held at the Warner Robins Center.

**Program for Master’s in School Counselor Education**

The M.S.Ed. School Counselor Education Program requires a minimum of forty-eight (48) semester hours. The content courses are:

Pre-Cohort Requirements (6 hours)
EDUC 5503 Fundamentals of Research Design 3 hours EDSC 5033 Career Counseling 3 hours
FVSU 0500 Orientation to Graduate Studies 0 hours
Cohort Requirements (18 hours)
EDSC 5123 Intro to School Counseling 3 hours EDSC 5143 Counseling Theories 3 hours EDSC 5223 Comprehensive School Counseling 3 hours EDSC 5373 Group Counseling 3 hours EDSC 5233 Counseling Interventions & Prevention 3 hours EDLD 5203 Foundations of Professional Ethics and School Law 3 hours
Non-cohort Requirements (12 hours)
EDSC 5013 Evaluation & Testing in Education* 3 hours EDSC 5103 Human Growth & Development* 3 hours EDSC 5303 School & Family Consultation* 3 hours EDSC 5203 Counseling Diverse Populations* 3 hours EDUC 5793 Applied Research Practicum* 3 hours 117
* Can be taken at any time in the program and are preferred but not required for placement in the Field Experience.
Field Experience (9 hours)
EDSC 5793 School Counseling Practicum 3 hours EDSC 5893 School Counseling Internship I 3 hours EDSC 5993 School Counseling Internship II 3 hours

**Important Note:** Program candidates who wish to receive a clear renewable certificate as a school counselor must complete and pass GACE, a state technology competency certification, and the Introduction to Exceptional Child course (EDUC 5253). The Exceptional Child course is required in addition to the course work specified on this balance sheet if candidates have not previously taken a course in the identification and education of children with special needs, as required by “House Bill 671.”
A capstone research project is proposed in the first semester of the program and completed prior to graduation. This activity encourages school counseling candidates to be data-oriented and helps them to contribute to the educational mission of the school.
Three semesters of clinical field experience totaling 700 hours are required. During this practicum candidates observe, shadow, and perform minimal counseling tasks (100 hours) and create a service learning project. During internship candidates perform the actual duties of a school counselor (600 hours) under the supervision of a practicing school counselor. Candidates should discuss placement with their advisor. Applications for the practicum and internship should be made the semester before practicum/internship field experiences begins. Candidates should pick up a practicum/internship handbook and become familiar with its content before application is made. The practicum/internship must be performed in a school setting.
The graduation requirement for this program is a cumulative grade point average of not less than 3.0 on a 4.0 scale and the successful completion of a Final Written Comprehensive Examination. A passing score on the GACE examination for School Counselors is encouraged but not required.
M.S.Ed in School Counselor Education graduates are eligible for certification and school counseling positions in primary, elementary, middle and high school settings. They may also register for state and national examinations to be eligible for private practice. Candidates will be exposed to all levels of educational settings, pre-K through 12, throughout the program. This will enhance their ability to obtain a position in the field upon graduation and certification.

**Course of Study for Master’s in School Counselor Education**
**Master of Science in Education (M.S.Ed.) in School Counselor Education (48 hours)**
**First Semester (summer)**
EDUC 5503 Fundamentals of Research Design 3 hours  
EDSC 5033 Career Counseling 3 hours  
EDSC 5013 Evaluation & Testing in Education* 3 hours  
FVSU 0500 Orientation to Graduate Studies 0 hours  

**Second Semester (fall)**

EDSC 5123 Intro to School Counseling 3 hours  
EDSC 5143 Counseling Theories 3 hours  
EDSC 5103 Human Growth & Development* 3 hours  

**Third Semester (spring)**

EDSC 5223 Comprehensive School Counseling 3 hours  
EDSC 5233 Counseling Interventions & Prevention 3 hours  
EDSC 5303 School & Family Consultation* 3 hours  

**Fourth Semester (summer)**

EDLD 5203 Foundations of Professional Ethics and School Law 3 hours  
EDSC 5373 Group Counseling 3 hours  
EDSC 5203 Counseling Diverse Populations* 3 hours  

**Remaining courses to be taken**

EDUC 5793 Applied Research Practicum 3 hours  
EDSC 5793 School Counseling Practicum 3 hours  
EDSC 5893 School Counseling Internship I 3 hours  
EDSC 5993 School Counseling Internship II 3 hours  

* Can be taken at any time in the program and are preferred but not required for placement in the Field Experience.

**Total 48 hours**

### Education Specialist Degree (Ed.S.) in School Counselor Education

Graduates from the School Counselor Education Specialist (Ed.S.) program will demonstrate advanced knowledge, skills, technical competencies, and dispositions to function proficiently as school counselors in the 21st century. Proficient school counselors work in primary, elementary, middle, and high school settings and create an atmosphere where all candidates can learn. The program meets all the educational requirements for the Professional School Counselor Certificate, Level 6. By taking two courses per semester, the program can be completed in five semesters. The program considers candidates’ backgrounds and adds knowledge, skills, values, and professional practices, which will allow them to be leaders in Georgia schools and to build upon their interests and experiences.

Classes are held at the Warner Robins Center.

The Ed.S. in School Counselor Education requires a minimum of twenty-seven (27) semester hours. The content courses are:

### Program for Ed.S. in School Counselor Education

#### Required Courses

- EDUC 6423 Seminar in Social Issues and Comparative Education 3 hours  
- EDUC 6133 Using the SPSS Statistical Package 3 hours  
- EDSC 6123 Diagnosis and Treatment 3 hours  
- EDSC 6143 Clinical Supervision 3 hours  
- EDSC 6853 Practicum in Supervision 3 hours  

#### Elective Courses

- EDSC 6263 Advanced Seminar in Students Issues 3 hours  
- EDSC 6363 Advanced Seminar in Counseling Theories 3 hours
EDSC 6463 Counseling Children (*Strongly recommended for elem. & middle grades counselors*) 3 hours
EDSC 6563 Advanced Career Counseling 3 hours
EDUC 6663 Advanced Multicultural Studies 3 hours
EDSC 6763 Leading Groups in Schools 3 hours
EDUC 6893 Research Project 1-6 hours
EDUC 6990 Thesis 6-9 hours

**Course of Study**

**Specialist in Education (Ed.S.) in School Counselor Education (27 hours)**

**First Semester (fall)**
EDSC 6563 Advanced Career Counseling* 3 hours EDSC 6143 Clinical Supervision 3 hours
FVSU 0500 Orientation to Graduate Studies 0 hours

**Second Semester (spring)**
EDUC 6663 Advanced Multicultural Studies* 3 hours EDSC 6363 Advanced Seminar in Counseling Theories* 3 hours EDUC 6893 Research Project ** 1 hour

**Third Semester (summer)**
EDUC 6133 Using the SPSS Statistical Package 3 hours EDUC 6423 Seminar in Social Issues and Comparative Education 3 hours

**Fourth Semester (fall)**
EDSC 6853 Practicum in Supervision 3 hours EDSC 6263 Advanced Seminar in Students Issues* 3 hours
EDUC 6893 Research Project ** 1 hour

**Fifth Semester (spring)**
EDSC 6123 Diagnosis and Treatment* 3 hours EDUC 6893 Research Project ** 1 hour

**Total 27 hours**

*Elective courses that do not have to be taken.

**If graduate level action research has been done, other electives can be taken in place of this course.***

**Acronyms and Course Descriptions**

**ACRONYMS FOR GRADUATE COURSES**
ANSC Animal Science
BIOL Biology
BIOT Biotechnology
CHEM Chemistry
COUN Counseling
ECSP Early Childhood/Exceptional Child
EDLD Education Leadership
EDMG Middle Grades Education
EDSC School Counselor Education
EDUC Education (not program specific)
ENGL English
ENVH Environmental Health
FVSU Fort Valley State University
GEOG Geography
GEOL Geology
GERO Gerontology
HIST History
MATH Mathematics
MLHC Mental Health Counseling
RCCM Rehabilitation Counseling and Case Management
READ Reading

GRADUATE COURSE DESCRIPTIONS

**ANSC 5293 Advanced Vertebrate Physiology** 3 hours
Students will learn the organ systems and physiology of the cellular, nervous, muscular, endocrine, reproductive, cardiovascular, respiratory, renal and digestive systems. The course will provide understanding of the integrated functioning of cells and systems in selected vertebrate species.

**ANSC 5323 Advanced Gross Anatomy** 3 hours
*Prerequisite: ANSC 3823*
Students will learn the anatomy of endocrine, reproductive, cardiovascular, respiratory, renal and digestive systems. The course will provide an understanding of the integrated structure-function relationship of systems in farm animals.

**ANSC 5183 Analytical Techniques in Biological Sciences** 3 hours
Students will acquire both theoretical and practical experience in analyzing materials for organic and inorganic components, and biological samples for enzymes, hormones and body metabolites.

**ANSC 5103 Biometrics** 3 hours
*Prerequisite: MATH 1113 or MATH 2113 or with consent of the instructor/advisor.*
Students will learn the theory and experience related to collection, analysis, and interpretation of biological data. Some of the principal tools used in statistics for making inferences will be discussed, and the mathematical basis of these tools will be explained. The students will acquire knowledge in sampling, parametric and non-parametric methods, introduction to experimental design, including completely random, randomized block, split plot, Latin Square, and factorial experiments, analysis of variance, and various tests of significance.

**ANSC 5203 Experimental Design and Data Analysis** 3 hours
*Prerequisites ANSC 5893*
Students will understand the theoretical basis and practical application of experimental design to biological studies. They will acquire knowledge in use of analysis of variance and mean separation techniques for specific experimental designs, including completely random, randomized block, split plot, and Latin Square experiments.

**ANSC 5113 Physiological Chemistry I** 3 hours
*Prerequisite: CHEM 3250K*
Students will acquire concepts pertaining to the structure of the major biomolecules (proteins, carbohydrates, lipids, and nucleic acids) with emphasis on the relationship of structure to function, structure and action of enzymes, and principles of bioenergetics.

**ANSC 5123 Physiological Chemistry II** 3 hours
*Prerequisite: ANSC 5113*
Students will learn major metabolic pathways for carbohydrates, lipids, amino acids, protein, and nucleic acids, emphasizing oxidative processes and biosynthesis of RNA, DNA and protein, and regulation of cellular metabolism.

**ANSC 5213 Lactation Physiology 3 hours**
Prerequisite: CHEM 2202 and ANSC 1801
Students will learn the physiology of milk production with emphasis on mammary gland development, anatomy, hormonal control of milk secretion, and biosynthesis of milk constituents.

**ANSC 6001 Comprehensive Review 0 hour**
This Comprehensive Review course will explore issues, topics, literature and standards in the Animal Science discipline. The course will focus on topics from current research and literature and will require students to demonstrate practical application of the information gained in the course orally and in writing. This course is an elective and can only be taken by permission of the professor of the course and the student’s advisor. The course will be graded as S or U.

**ANSC 6103 Plant-Herbivore Interactions 3 hours**
Prerequisite: CHEM 2202 and ANSC 1801 or equivalent courses
Students will learn the principles of herbivore grazing behavior, diet selection, and forage utilization with special emphasis on interactions at the plant-animal interface.

**ANSC 6133 Mineral and Vitamin Metabolism 3 hours**
Prerequisite: ANSC 5123 or and an equivalent course
Students will learn the nutritional significance of vitamins and minerals in animal metabolism; chemical, biochemical, and physiological roles of vitamins and minerals, and homeostatic controls in an animal metabolism.

**ANSC 6143 Ruminant Nutrition 3 hours**
Prerequisite: ANSC 5123 and ANSC 3823 or equivalent courses
Students will acquire knowledge in current concepts in anatomy, physiology of digestion, and metabolism in ruminant nutrition and their relationships to nutritional practice and research.

**ANSC 6153. Animal Energetics 3 hours**
Prerequisite: ANSC 5123 and ANSC 5103
Students will understand energy transformation and expenditure associated with various physiological processes at cellular, tissue, and organismic levels as affected by diet and physiological state.

**ANSC 6163 Protein and Amino Acid Metabolism 3 hours**
Prerequisites: ANSC 5123
Students will acquire an understanding of recent advances in protein metabolism. Emphasis will be on physiological and nutritional significance; discussion of protein digestion; absorption of peptides; absorption, synthesis, and degradation of amino acids; hormonal and nutritional regulation of protein turnover; and determination of protein quality and requirements.

**ANSC 6173 Non-Ruminant Nutrition 3 hours**
Prerequisite: ANSC 5123
Students will acquire knowledge of comparative nutrition of nonruminant vertebrate animals; including laboratory and companion animals, domestic livestock; relation of nutrition to metabolic adaptations and physiological state.

**ANSC 6223 Digestive Physiology and Intermediary Metabolism 3 hours**
Prerequisites: ANSC 5123
Students will acquire knowledge of an interrelationship among nutrients, nutritional states, and metabolic processes with understanding of metabolism and metabolic regulation through, biochemistry and physiology.

**ANSC 6421 Graduate Seminars 3 hours**
Students will participate in the discussion of important current developments in animal science, and review current literature on selected topics. They will learn and practice techniques of preparing and making effective scientific presentations to their peers and faculty using the latest technology. This course may be repeated for additional credit.

**ANSC 6253 Molecular Endocrinology 3 hours**
*Prerequisite* ANSC 4833
Students will acquire an in-depth understanding of the molecular basis of hormone action and molecular and cell biology of endocrine systems. Other areas include detailed investigation of hormone and receptor synthesis, second messenger models, hormonal control of gene expression, and molecular mechanisms of growth and reproduction. Students will make critical reviews of the literature and will gain thorough knowledge of newly-emerging techniques in endocrinology.

**ANSC 6273 Cell Physiology 3 hours**
*Prerequisite* ANSC 5293
Students will acquire knowledge of cell type, structure, function and physiology. They will also learn the techniques of in vitro cell culture and its importance in reproduction and biomedical science.

**ANSC 6283 Physiology of Reproduction 3 hours**
*Prerequisite* ANSC 3823 and ANSC 4833
Students will learn the development of structure and function of the reproductive system. In-depth coverage of the molecular, cellular, physiological, immunological and embryological mechanisms involving the endocrine and reproductive systems of farm animals; evaluation and discussions of current theories based on scientific publications.

**ANSC 6303 Molecular Biology Techniques 3 hours**
*Prerequisite* ANSC 2813
Students will thoroughly understand concepts and techniques used in molecular biology and the role of this technology in both basic and applied animal research. Students will gain practical experience in the laboratory using some of the most common techniques in molecular biology.

**ANSC 6333 Methods of Experimental Surgery 3 hours**
*Prerequisite* ANSC 5323 or equivalent courses
Students will gain a thorough understanding of principles of surgery, anesthesiology and common operations, techniques and procedures pertaining to animal reproduction and nutrition research.

**ANSC 6353 Food Analysis 3 hours**
*Prerequisite:* CHEM 2222K, CHEM 3250K
Students will learn the principles and methodologies of classical and instrumental analysis of foods and will also gain practical experience with sample preparation, application of analytical techniques, and assessment of results. Students will then be given the opportunity to apply their knowledge and experience by assessing products in the food and feed industries.

**ANSC 6373 Food Chemistry 3 hours**
*Prerequisites:* CHEM 2222K, CHEM 3250K
Students will acquire knowledge on composition, structure and functional properties of food constituents and their contributions to physical, organoleptic and nutritive characteristics of food
products. Students will also learn the chemical reactions occurring during food processing, storage and utilization.

ANSC 6383 Structure and Biochemistry of Muscle as Food 3 hours
Prerequisite: ANSC 3813
Students will gain knowledge of ultra structure and composition of animal tissues that comprise edible meat, physicochemical changes in postmortem muscle, and biochemical events leading to the conversion of muscle to meat.

ANSC 6393 Dairy Products Technology 3 hours
Prerequisite: ANSC 4853
Students will understand the theory and acquire practical experience in manufacturing and quality control procedures with various dairy products based on physico-chemical, nutritional, organoleptic, food quality, and processing engineering principles.

ANSC 6403 Processed Meat Technology 3 hours
Students will acquire knowledge in production, quality assessment, and marketing of various further-processed meat products. Students will also gain knowledge of the nutritive value of raw materials used in the products as well as the methodologies involved in drying, pickling, curing, smoking, canning, and cooking. During laboratory sessions, students will gain hands-on skills in preparation and quality assessment of value-added meat products.

ANSC 6413 Food Microbiology 3 hours
Students will acquire knowledge of sources of food borne infections and poisonings including factors affecting the growth of microbes in food, microorganisms of concern in milk and meat foods, their detection and control. Laboratory periods will focus on techniques involved in the detection, isolation, growth, and control of different food pathogens.

ANSC 6423 Food Quality Assurance 3 hours
Students will gain a comprehensive knowledge of quality control procedures in various stages of food processing. Assessment and control of microbial, nutritional, and eating qualities will be individually emphasized. Special attention will be focused on the importance of HACCP principles in food quality assurance as well as federal and state regulations. During laboratory sessions, students will gain hands-on experience in food quality assessment and control.

ANSC 6436 Research and Thesis 6 hours
Students will design original research in animal and food sciences, collect data, analyze and interpret results for their master's thesis.

BIOL 5103 Issues in Environmental Science 3 hours
Students will gain an advanced perspective of ecological problems and consequences while continuing to investigate principles of Ecology, Biology and Chemistry for a better understanding of the relationship between humans and the environment. They will add to their knowledge base for evaluating personal, societal and political alternatives on environmental issues, especially those affecting human health.

BIOL 5243 Human Anatomy 3 hours
Students will have an understanding of the structure and function of human body parts and relationships between structure and function. The important structures and functions of the nervous, circulatory, digestive, respiratory, glandular, muscular and reproductive systems will be covered.

BIOL 5334 Environmental Microbiology 2 hours lecture/3 hours lab
Students will review the role of microbes in the environment and their affect on food and water quality. They also study the use of microbes in treatment processes and as indicator organisms.

**BIOL 5354 Physiological Toxicology 3 hours**
Students study the physiological effects of various air, water and soil contaminants and food additives on human health, domestic livestock and economically important plants. Students cover mechanisms of absorption, distribution, excretion and biotransformation of toxicants as well as an overview of toxicity testing methods.

**BIOT 5103 Biostatistics and Experimental Designs 3 hours**
*Prerequisite: None / Graduate Committee Consent*
In this course students will understand the theoretical basis and practical applications of various experimental designs to biological studies. They will acquire knowledge in use of the analysis of variance and mean separation techniques for specific experimental designs including completely randomized, randomized block, split plot, and Latin square experiments.

**BIOT 5123 Physiological Chemistry 3 hours**
*Prerequisite: None / Graduate Committee Consent*
Students will learn about major metabolic pathways for carbohydrates, lipids, amino acids, protein, and nucleic acids, emphasizing oxidative processes and biosynthesis of DNA, RNA and proteins, and regulation of cellular metabolism.

**BIOT 5253 Molecular Biotechniques 3 hours**
*Prerequisite: None / Graduate Committee Consent*
In this course, students will learn basic principles of laboratory techniques and instruments used in modern biotechnology. They will gain an understanding of applications of different techniques used in various research areas through discussion of published literature. Students will also acquire hands-on experience of molecular techniques and biotechnology instrumentation through laboratory experiments and exercises designed to test hypothetical research objectives.

**BIOT 5333 Animal Growth Biology 3 hours**
*Prerequisite: BIOT 5123 and Graduate Committee Consent*
This course is designed for students to understand the cellular and molecular aspects of animal growth and tissue development, with emphasis placed on meat animals. Through lectures and laboratory classes students will comprehend the interface of animal growth biology with other disciplines such as stress physiology, nutrition, genetics, and the environment.

**BIOT 5373 Plant Tissue and Cell Culture 3 hours**
*Prerequisite: PSCI 4863 or Equivalent and Graduate Committee Consent*
This course is designed for students to comprehend knowledge pertaining to totipotency and different techniques utilized for culturing plant cells, tissues and organs for rapid and efficient whole plant regeneration using in vitro culture conditions. Students will acquire hands-on experience and get a personal interest in micropropagating elite / desirable plant germplasm available or acquired for the purpose of further research or commercialization.

**BIOT 5403 Molecular Genetics and Bioinformatics 3 hours**
*Prerequisite: BIOL 4254K and Graduate Committee Consent*
Students in this course will review the structure of nucleic acids, fundamental properties of genes and chromosomes. They will get comprehensive knowledge of replicating machinery, maintenance, and alterations of genetic material. Students will also be exposed to bioinformatics
tools available to extract the biological information from nucleic acids and protein sequences in the genetical analysis.

**BIOT 5483 Molecular Marker Technology 3 hours**

*Prerequisite: None / Graduate Committee Consent*

Through this course students will acquire knowledge of various types of molecular markers and DNA fingerprinting procedures, techniques used in the development and detection of molecular markers, and application of these techniques towards improving agricultural productivity while enhancing agricultural genetic diversity. Students will gain hands-on experience along with knowledge of these techniques through an assortment of laboratory exercises.

**BIOT 5503 Advanced Genetics 3 hours**

*Prerequisite: BIOL 4254K and Graduate Committee Consent*

This course has been designed as an advanced study for students who have already completed genetics and molecular biology courses. A diverse array of topics addressing gene systems in various cells from plants, animals, fungi and prokaryotes will be discussed. Recent scientific literature on genetic techniques, cancer and genetics, stem cell potential, gene replacement and therapy, as well as developmental genetics will be discussed.

**BIOT 5543 Gene Transfer and Expression 3 hours**

*Prerequisite: PSCI 4863 and Graduate Committee Consent*

In here students will comprehend knowledge of basic techniques/methods of gene transfer in plants and animals, cutting and joining DNA molecules, vectors and cloning vehicles such as plasmids, bacteriophases, and cosmids. Discussions will focus on cloning strategies, gene libraries, analyzing DNA sequences, cDNA cloning, recombinant selection/screening, gene expression / recombinant DNA by polymerase chain reaction (PCR) and southern blot transgenics studies.

**BIOT 5555 Biological Microtechniques 3 Hours**

A study of the structure and development of vascular plant tissues and organs and other biological samples. Chemistry and use of fixatives and dyes; histochemistry emphasizes procedures used in research labs including techniques for enzymes, protein, carbohydrate, nucleic acids and lipids. Selected procedures to demonstrate the fundamentals of histochemical and immunocytochemical labeling methods. Laboratory work includes preparation of hand and paraffin sections (microtomy), staining, preparation of samples for electron microscopy and observation of plant tissues using light, fluorescent and scanning electron microscopy.

**BIOT 5613 Embryo Transfer Technology 3 Hours**

*Prerequisite: None / Graduate Committee Consent*

In this course students will understand and know the techniques involved in embryo transfer and related biotechnologies including the gamete and embryo processing and recovery, in vitro maturation and fertilization, somatic cell micromanipulation, cell cryopreservation, cloning of embryos, chimera formation, embryonic stem and adult cell line production, gamete and embryo sexing, nuclear and gene transfer, and transgenesis.

**BIOT 5661 Technical and Scientific Writing 1 hour**

*Prerequisite: None / Graduate Committee Consent*

This course is designed to acquaint students with the knowledge / hands-on experience related to fundamentals of preparing and disseminating research findings. Class discussion will focus on the presentation of scientific publications, report writing, and other formal / informal presentations. Primary focus will be on the problem identification and rationale, previous work / future outlook, experimental materials and collected data, result evaluation / disseminating significant findings.
BIOT 5753 Bioengineering 3 hours  
**Prerequisite:** MATH 1111, MATH 1112, CHEM 1211, CHEM 1212, -3250K, PHYS 1111, PHYS 1112K, BIOL 4234K  
The objective of this course is to introduce students to the application of genetic engineering principles to the problems in biological systems. This course will focus on the topics like biomechanics, principles of food mechanics, and energy and mass transport with an emphasis on application to the living systems, principles and unique properties of biological materials, and mechanics of circulation and blood rheology.

BIOT 5800 Special Topics in Biotechnology 1-3 hours  
This Special Topics course will explore contemporary issues in the Biotechnology discipline. The course will focus on topics from current research and literature and will require students to demonstrate practical application of the information gained in the course through a research paper or project. Specific requirements, to include course goals and objectives, course assignments and credit hours for the course will be determined by each program. This course is an elective and can only be taken by permission of the professor of the course and the student’s advisor. The course is repeatable for a grade with a different topic.

BIOT 5883 Biotechnology Teaching Methods 3 hours  
**Prerequisite:** None / Graduate Committee Consent  
This course is designed to develop competences in organizing, planning specific units of instruction, developing teaching techniques, and teaching in-school and out-of-school people. There will be supervision of practice and evaluation of instruction. Directed observations in local schools would be required. Students will be teaching several biotechnology micro lessons in a public school setting.

BIOT 5893 Biotechnology in Crop Improvement 3 hours  
**Prerequisite:** PSCI-4833 and Graduate Committee Consent  
In this course students will familiarize with the application of biotechnology in improving economic crop plants for high value traits. Students will learn to apply the fundamental concepts of regeneration and micropropagation of plants, molecular biology, genetic engineering, gene expression, progeny evaluation, gene cloning, and resistance to assorted stresses of plants in seeking solutions to various challenges in the application of biotechnology for crop improvement. Novel techniques for enhancing crop productivity and sustainability will be emphasized.

BIOT 5923 Food Safety Biotechnology 3 hours  
**Prerequisite:** None / Graduate Committee Consent  
Through this course students will comprehend principles of and problems in evaluating the wholesomeness / safety of bioengineered plant- and animal-based foods, food components as well as intentional and unintentional additives. Biotechnological controls of food borne microorganisms in foods and food processing systems will be emphasized in order to give the students hands-on experience.

BIOT 5973 Industrial Biotechnology 3 hours  
**Prerequisite:** None / Graduate Committee Consent  
In this course, students will learn various technologies involved in the industrial production of biological products and crucial issues related to the biotechnology industry. Primary focus will be on fermenter design and operation, downstream processing, and production of primary and secondary metabolites, industrial enzymes and other raw materials, and biofuels. Classroom
discussions will be extended to specific pharmaceuticals, biosensors, regulatory issues, and phytoremediation.

**BIOT 6001 Graduate Seminar 1 hour**

*Prerequisite: None / Graduate Committee Consent*

Students will participate in the discussion of important current developments in agricultural biotechnology, and review current scientific literature on selected topics. They will learn and practice techniques of preparing talks and making effective scientific presentations to their peers and to the FVSU faculty utilizing the latest technologies. This course may be repeated for additional course credit requirements.

**BIOT 6002 Comprehensive Review**

This Comprehensive Review course will explore issues, topics, literature and standards in the Biotechnology discipline. The course will focus on topics from current research and literature and will require students to demonstrate practical application of the information gained in the course orally and in writing. This course is an elective and can only be taken by permission of the professor of the course and the student’s advisor. The course will be graded as S or U.

**BIOT 6053 Bioinformatics 3 hours**

*Prerequisite: Computer Literacy, Molecular Biology Literacy, Graduate Committee Consent*

In this course, students will acquire fundamental knowledge of key concepts employed in the application of bioinformatics. Students will garner the essential skills for applying statistical and database tools, as well as standard algorithms to the problems related to the biological sequence analyses. Students enrolled in this course will be able to use the computational techniques and software to convert data from biochemical experiments into useful information.

**BIOT 6143 Environmental Biotechnology 3 hours**

*Prerequisite: BIOL 1105, BIOL 4234, PSCI 4863 and Graduate Committee Consent*

This course is designed to examine the role of biotechnology in evaluating, monitoring, and improving the quality of an environment. Clean up procedures for contaminated environments that include bioremediation / phytoremediation will be discussed. The course will focus on microbial removal, chemical degradation, biological waste treatment systems, and removal of toxic metals and radionucleotides from contaminated soil and water using phytoremediation.

**BIOT 6193 Commercial Biotechnology 3 hours**

*Prerequisite: BUSA 4353 or Equivalent and Graduate Committee Consent*

This course will provide students an understanding of various issues, strategies, and technologies of the biotechnology industry keeping in focus needed methods for planning and organizing the biotechnology ventures. The elements of a business plan will be considered along with methods for assessing needs for capital, personnel, technology, and marketing sectors. Approached to marketing technology and developing joint ventures will be discussed relative to biotechnology.

**BIOT 6253 Molecular Endocrinology 3 hours**

*Prerequisite: None / Graduate Committee Consent*

Students will acquire an in depth knowledge of the molecular basis for hormone action as well as molecular and cell biology on endocrine systems. Other discussions included will be the detailed studies of hormone and receptor synthesis, second messenger models, hormonal control of gene expression, and molecular mechanisms of growth and reproduction. Students will make critical review of literature and will gain thorough knowledge of the emerging endocrinology techniques.

**BIOT 6283 Molecular Pharmacology and Toxicology 3 hours**
**Prerequisite** None / Graduate Committee Consent

This course will familiarize students with the concepts of pharmacology as well as toxicology. Students will learn how exogenously applied chemicals affect the mammalian body functions. Students will examine uses and manufacturers of various pharmaceutical products on the market. Classroom discussions will highlight applications / relevance of this course in their graduate program.

**BIOT 6353 Nanobiotechnology 3 hours**

**Prerequisite:** None / Graduate Committee Consent

Students will be provided a history of biotechnological nano-devices, with relevant discussions about various aspects of nanobiotechnology. The prime focus will be on the intermolecular interactions, nanofabrications involved in nanobiotechnology, biosensors / biochips, microfluidics, nanostructures (mostly protein based) and the quantum dots. Finally, significant impact of nanobiotechnology will be discussed with a focus as related to electronics, fluidics, and assorted biological processes.

**BIOT 6373 Gamete and Embryo Biotechnology 3 hours**

**Prerequisite:** None / Graduate Committee Consent

Students will understand physiological aspects of mammalian gametes, preimplantation embryos and their control mechanisms. This course will address utilization of gametes as biotechnological tools for basic research and application in the medical and animal industries. Topics of discussion will include germ cell migration and differentiation, spermatogenesis, capacitation, acrosome reaction, oogenesis, meiosis, oocyte maturation, fertilization, embryo production in vitro and control mechanisms.

**BIOT 6393 Microbial Biotechnology 3 hours**

**Prerequisite:** None / Graduate Committee Consent

This course is designed for students to understand microbial diversity and its agricultural uses for food and energy production, health, environment, and industry. The primary emphasis is on the application of molecular genetics in microbial biotechnology. Students will develop an understanding of complex strategies involved in biotechnological process through coverage of such topics as isolation and genetic improvement of microorganisms and their mode of growth.

**BIOT 6403 Global Issues in Biotechnology 3 hours**

**Prerequisite:** PHIL 2002 and Graduate Committee Consent

Through this course students will understand the role of plants in the world ecosystem and the relationship between plants and the people. Genetically modified crop plants will be focused relative to consumers and the environment. Biotechnology will be discussed emphasizing conventional agriculture, organic farming, and sustainable production. Patents, GMOs and other ethical and moral issues will be focused. Role of biotechnology in combating bioterrorism and crime, marine biology, gene therapy, bioassays, and various diagnostics procedures will be highlighted.

**BIOT 6483 Molecular Immunology 3 hours**

**Prerequisite:** BIOL 4863 and Graduate Committee Consent

This course is designed as an advanced course for students who have taken an undergraduate course in immunology. Recent immunological advances as they relate to the response of genetically modified organisms will be discussed using the available scientific literature. These discussions will emphasize biotechnology and molecular aspects of immunology.

**BIOT 6513 Computational Biology 3 hours**

**Prerequisite:** Computer Literacy, Molecular Biology Literacy, Graduate Committee Consent
This course is designed to expose students to an overview of significant applications of the computer science to solve problems in biology. Students will develop fundamental skills for the application of data analyses and their theoretical methods with mathematical modeling and computational simulation techniques to studies of biological, behavioral, and social systems.

**BIOT 6523 Communications in Biotechnology 3 hours**

In this course, students will learn to apply information from computerized DNA databases for necessary applications. They will comprehend basic principles of technical and scientific writing and develop oratory skills for technical presentations and disseminating their research findings. Students will participate in discussions on important current developments in agricultural and biomedical biotechnology and review existing scientific literature on topics of their interest. They will practice techniques of preparing talks and making effective scientific presentations to their peers and the FVSU faculty using the latest technologies.

**BIOT 6533 Biotechnology of Specialty Plants 3 hours**

*Prerequisite:* BOTN 2001K, PSCI 4863, and Graduate Committee Consent

This course is developed to teach students the emerging uses of plants for various purposes like herbs and spices, perfumes, fibers, dyes, and tannins, medicines and nutraceuticals, hydrogels, latex, and resins, and bioenergy products like biodiesel and bioethanol.

**BIOT 6663 Bioprocess Technology 3 hours**

*Prerequisite:* MATH 1111, MATH 1112, CHEM 1211, -1212K, PHYS 1111, PHYS 1112K, BIOL 4234K

This course will introduce students to principles, applications, and the potential of bioprocess technology. Primary focus for the classroom discussions will be on the processes and process variables, mass balances, energy balances, mole balances, conversion and reaction sizing, fermentation systems, downstream processing, heat transfer sterilization, bioreactor designs, and scale-up, microbial kinetics and bioreactor operations, and bioprocess unit operations for production of bioenergy / biofuels as well as other bioproducts.

**BIOT 6753 Bioethics and Regulatory Issues 3 hours**

*Prerequisite:* None / Graduate Committee Consent

This course will discuss ethical and regulatory issues related to biotechnology. Students in this course will comprehend the moral and ethical issues that have arisen from genetic engineering and molecular manipulation of living organisms. Regulatory and business aspects pertaining to biotechnology applications will be emphasized. Impacting bioethical as well as regulatory issues will be discussed in relation to the biotechnology divide and advancing modernization.

**BIOT 6801 Forensic Biotechnology 1 hour**

*Prerequisite:* None / Graduate Committee Consent

Students will master concepts related to DNA structure and genetic testing, and will analyze forensic evidences for criminal investigations using techniques in biotechnology. Students will learn how to identify and detect criminal suspects using DNA recovered from the crime scenes, exonerate the innocent, identify mass disaster victims, establish paternity relationships, and identify endangered and protected species using DNA technology. Students will learn to apply the information from a DNA computerized database for necessary applications.

**BIOT 6993 Master’s Thesis Research 3 hours**

*Prerequisite:* BIOT Core and Majority of Biotechnology Majors, and Graduate Committee Consent

Those students requiring a thesis will be embarking on a two-semester thesis research program which will include an independent research project following completion of required
biotechnology courses. The thesis projects will be hypothesis-based original research studies. For the thesis research, students will be required to submit a proposal for review and approval by the faculty advisor(s) and the biotechnology program committee at least one month prior to the beginning of the semester for initiating research work. Students will meet faculty advisor(s) periodically for discussions on the progress of research.

**BIOT 6996 Master’s Non-Thesis Internship 3 hours**
Those graduate students in Applied Biotechnology and all non-traditional students requiring a non-thesis option will embark on a 1 to 2 semester internship/practical training/field experience or didactic research project(s) outside the FVSU campus after completing required courses in biotechnology. These non-thesis activities will be based on comprehensive training and work experience gained by the students allowing them to be away from the academics and step into the real work places of their future. These students will submit formal proposals for review and approval by the faculty advisor and biotechnology standing committee prior to starting of the next semester. Students will periodically keep in touch with their faculty advisor discussing progress of their training. At the end of the training period, students will prepare and submit a report and make a formal presentation to be evaluated by the standing committee.

**CHEM 5304 Environmental Analyses 2 hours lecture/ 3 hours lab**
Students learn fundamental field collecting methods and field and laboratory analytical procedures for various contaminants of air, water and soil. (Required for concentration)

**COUN 5413 Fundamentals of Guidance and Counseling 3 hours**
Students will be introduced to the principles of counseling and guidance services including an analysis of these services and the appropriate organization, resources, and techniques for making these services effective in meeting the needs of the individual, the school and society. This course will prepare graduates to function effectively as professional counselors with the knowledge of expected roles, ethical standards, and public policy issues related to educational institutions.

**COUN 5423 Seminar in School Counseling 3 hours**
Students will learn the coverage and application of guidance and counseling approaches appropriate for the developmental stages and needs of children and adolescents. An emphasis will be placed upon counseling activities related to the developmental stages that assist students and parents at points of educational transition such as academic advisement, assessment, career and educational goals. This course will provide graduates with the necessary information and skills in helping students and parents secure, identify, interpret and use information in decision making.

**COUN 5433 Drugs and Behavior 3 hours**
Students will learn the effect and treatment of psychoactive drugs. Emphasis will be placed on classification, mechanism of action, history, incidence of use and behavioral effects of major drugs. Students will develop knowledge and application in the treatment of substance abusers, including personal and social factors of substance abuse and available community resources. Graduates will be able to function as entry level A&D counselors under supervision.

**COUN 5443 Career Development 3 hours**
Students will explore the types and uses of information and techniques to facilitate and enhance training, educational, occupational, and retirement choices of individuals within the context of multiple roles and milieus. It stresses related counseling opportunities that will assist the counselee in formulating comprehensive career plans. Students practice the use of career counseling and development theories and techniques that will enable the graduates to perform
the expected career counseling functions of the school counselor. The utilization of the internet and other technologies is emphasized.

**COUN 5453 Psychopathology 3 hours**
Students will acquire a thorough knowledge on theories of normalcy with special attention to types of maladjustive behavior. They will utilize study approach to analysis of problems confronting teachers, counselors, and students.

**COUN 5463 Human Growth and Development 3 hours**
Students will be exposed to the nature and needs of individuals at all developmental levels. The course is designed to include: theories of human development and transitions across the life span; theories of learning and personality development, human behavior including an understanding of developmental crises. This course will enable graduates to apply the theories of human development as they interact with counselors, parents, helping professionals and community groups.

**COUN 5483 Organization and Administration of Helping Programs 3 hours**
Students will be acquainted with the structure and management of helping agencies. Careful attention is given to an analysis of school curricula to show factors influencing their structure and the impact of community resources. Students will focus their attention upon identification and utilization of community resources in all helping agencies, such as rehabilitation services, mental health centers, and other helping agencies. A variety of activities will be provided that will enable graduates to organize and administer helping services.

**COUN 5533 Fundamentals of Statistics and Measurement 3 hours**
Students will be introduced to the concepts and techniques of statistical computation and analysis. The students will develop skills and knowledge needed to use statistics in professional endeavors including basic research, program evaluation, data and test analysis. This course will enable graduates to perform basic statistical applications expected of helping professionals.

**COUN 5543 Fundamentals of Research 3 hours**
Students will be introduced to research in the social disciplines--its meaning, its essentials, its methods and techniques. Students become familiar with topics including characteristics of categories of research designs, sampling techniques, internal and external validity, writing research proposals, and applications to program evaluation.

**COUN 5553 Social and Cultural Diversity 3 hours**
Students will acquire thorough knowledge about issues and trends in a multicultural and diverse society. The content will include: multicultural and pluralistic trends including characteristics and concerns of diverse groups; attitudes and behavior based on such factors as age, race, religious preference, physical disability, gender, ethnicity and culture, family patterns, socioeconomic status, and intellectual ability. This course will enable graduates to deliver counseling services that take into consideration the needs of a diverse clientele.

**COUN 5623 Counseling Theories and Process 3 hours**
Students will acquire knowledge and skills to apply various theories of counseling with an emphasis on the application of techniques through observation, role playing, and experiential activities. The contents of this course will provide graduates with the necessary experiences to deliver counseling services to individuals in schools, mental health centers, rehabilitation services and other helping agencies.

**COUN 5633 Group Theory and Process 3 hours**
Students will gain knowledge and skills to apply group theories of counseling with an emphasis on the application of techniques through observation, role playing, and experiential activities. The contents of this course will provide graduates with the necessary experiences to deliver counseling services to groups in schools, mental health centers, rehabilitation services and other helping agencies.

**COUN 5643 Family Counseling and Guidance 3 hours**
Students will be introduced to the history of marriage and family counseling/therapy including philosophical, etiological premises that define the practice of family counseling/therapy. This course will enable graduates to apply theoretical models and develop the skills needed for application of these models in schools, mental health and other human services settings expected of helping professionals.

**COUN 5653 Behavior Assessment/Modification 3 hours**
Students will acquire clinical procedures and techniques of assessment and modification of human behavior. Students will be introduced to the principles of learning along with practical information and application of specific procedures necessary to successfully measure and modify behavior. Graduates will be able to develop and implement behavior management programs in schools, mental health centers, rehabilitation services and other helping facilities.

**COUN 5663 Cross-Cultural Counseling 3 hours**
Students will gain knowledge, skills and application of the psychological and sociological factors influencing the behaviors of persons in a global society. Emphasis will be placed on race, ethnicity, gender, culture, age and special populations. This course will enable graduates to be sensitive to socio-cultural issues as they deliver counseling services to diverse populations in schools, mental health centers, rehabilitation services and other helping agencies.

**COUN 5713 Psychological Testing 3 hours**
Students will be familiar with standardized instruments for measuring, diagnosing and interpreting scholastic aptitude, personality, interest and achievement as well as teacher-made tests. The emphasis is on group measures with an observation of individual tests. This course enables students to select, administer, score and interpret tests administered in educational and occupational settings.

**COUN 5733 Psychological Evaluation, Diagnosis and Treatment Planning 3 hours**
Students will learn the practice of assessment and diagnostic techniques appropriate for children, adolescents and adults. Students will engage in the administration, scoring and interpretation of individual tests of intelligence, selected noncognitive instruments, intake procedures, psychosocial assessment, treatment planning and interviewing techniques. Graduates will be able to apply selected models and methods for assessing mental status, identification of psychopathological behavior and interpretation of findings according to the Diagnostic and Statistical Manual (DSM).

**EDLD 5203 Foundations of Professional Ethics and School Law 3 hours**
The purpose of this course is to provide education graduate candidates with the foundations of professional ethics and school law. Increasingly, faculty, counselors, and administrators in public and private schools are called upon to make tough choices in their work and in their lives with regard to what is legal and what is ethical. This course will utilize lecture and case study methodologies to explore legal situations and ethical dilemmas in the practice of education, which might be specifically applied to teachers, counselors, or administrators.

**EDMG 5613 Curriculum Needs of the Transescent Learner 3 hours**
Students will study current trends in curriculum design and the development and selection of materials to be used at various middle grade levels.

**EDMG 5623 Methods and Problems of Teaching in the Middle Grades 3 hours**
Students will study the nature and curriculum needs of middle childhood. Middle Grades program rationale, curriculum, organizational patterns, instructional alternatives and problems will be discussed.

**EDMG Comprehensive Review 0 hour**
This Comprehensive Review course will explore issues, topics, literature and standards in the Middle Grades Education discipline. The course will focus on topics from current research and literature and will require students to demonstrate practical application of the information gained in the course orally and in writing. This course is an elective and can only be taken by permission of the professor of the course and the student’s advisor. The course will be graded as S or U.

**EDSC 5013 Evaluation and Testing in Education 3 hours**
Candidates will experience educational and psychological evaluations used in P-12 schools. Attention will be given to the essentials of a quality instrument and how it is assessed for usefulness, so that candidates will learn to select, administer and interpret test instruments and their results. Program evaluation will also be studied, including sensitivity to issues of diversity. This course is not required prior to entrance into the field experience.

**EDSC 5033 Career Counseling 3 hours**
Candidates will experience career information and technologies to explore current educational, occupational, and retirement choices that are present throughout the life cycle, particularly in grades P-12. They will learn career counseling approaches that will enable them to advise candidates and assist them in developing a comprehensive career plan. Candidates will also create a comprehensive plan for themselves.

**EDSC 5103 Human Growth and Development 3 hours**
This course addresses human growth and development across the life span but particularly emphasizes the P-12 years. Candidates will study the intellectual, social/emotional, and moral stages of human development, with attention to multicultural and diversity issues. Candidates' writing skills will be developed, and in order for candidates to more adequately respond to the needs of their students, they will explore developmentally appropriate counseling and programming, including the use of technology. It is preferable that this course be taken prior to entrance into the field experience.

**EDSC 5123 Introduction to School Counseling 3 hours**
This course introduces candidates to the requirements of the university, Graduate Studies, the College of Education (CoE), and the School Counselor Education program. Each aspect of the total program is considered, focusing primarily on the American School Counseling Association (ASCA) model. Candidates will explore the impact that school counseling as a profession has on the lives of candidates and their families. THIS COURSE IS REQUIRED DURING THE FIRST SEMESTER OF THE PROGRAM.

**EDSC 5143 Counseling Theories 3 hours**
Candidates will acknowledge the uniqueness of school counseling as compared to other helping professions, and then progressively add counseling skills, problem-solving strategies, and one expressive therapy to their understanding. Seven theoretical orientations must be understood as candidates begin to develop a personal counseling position paper for their portfolios. Counseling
simulations will be evaluated as part of the course. THIS COURSE IS REQUIRED DURING THE FIRST SEMESTER IN THE PROGRAM.

**EDSC 5203 Counseling Diverse Populations 3 hours**

*Prerequisite: EDSC 5143 Counseling Theories*

This course reconsiders Counseling Theories in order to more adequately apply interventions to other cultural groups. Candidates will explore a variety of cultures and settings through field trips, speakers, literature, and other media. A personal project helps candidates to identify their own cultural influences and the impact of that culture on their lives. This course is not required to be taken prior to entrance into the field experience.

**EDSC 5223 Comprehensive School Counseling 3 hours**

Understanding the American School Counseling Association (ASCA) model for a comprehensive school counseling program is the foundation for a comprehensive school counseling program, its application is the foundation of this course. Specific activities include evaluation of existing school programs with ASCA and the Professional Standard Commission (PSC) requirements for school counselors. A major activity is the design and planning of an age-appropriate comprehensive school counseling program to accomplish set goals. THIS COURSE IS REQUIRED DURING THE SECOND SEMESTER OF THE PROGRAM.

**EDSC 5233 Counseling Interventions and Prevention 3 hours**

*Prerequisite: EDSC 5143 Counseling Theories*

Basic concepts for understanding applied crisis intervention will prepare school counselors with essential counseling knowledge to consider school and personal transitions that occur in the lives of P-12 candidates and craft interventions to assist them. Interventions can occur before the transition and be preventive in nature; whereas, others occur at crisis points. Counselors are leaders in the school can learn how to advocate for these programs, resources, and structures. THIS COURSE IS REQUIRED DURING THE SECOND SEMESTER IN THE PROGRAM AND MUST BE COMPLETED PRIOR TO ENTRANCE INTO FIELD EXPERIENCE.

**EDSC 5303 School and Family Consultation 3 hours**

*Prerequisites: EDSC 5143 Counseling Theories and EDSC 5373 Group Counseling*

This course explores counseling with more than one person at a time through discussion of several consultation models along with family systems theory to increase candidates' appreciation for the context in which their candidates are functioning. A variety of school and family difficulties will be discussed, simulated, and critiqued. This course is not required prior to entrance into the field experience.

**EDSC 5373 Group Counseling 3 hours**

*Prerequisite: EDSC 5143 Counseling Theories*

This course deals with counseling more than one person at a time (followed by EDSC 5373, School and Family Consultation). Candidates are required to learn skills in the areas of planning, analysis of interactions, and leadership to be successful. Groups will be discussed, simulated, performed, and critiqued. This class includes a 10-hour group experience that requires participation outside of class. THIS COURSE IS REQUIRED DURING THE THIRD SEMESTER IN THE PROGRAM AND MUST BE COMPLETED PRIOR TO ENTRANCE TO THE FIELD EXPERIENCE.

**EDSC 5793 School Counseling Practicum 3 hours**
Prerequisites: EDSC 514, Counseling Theories; EDSC 5123 Introduction to School Counseling; EDSC 5233 Counseling Interventions and Prevention; EDSC 5213 Comprehensive School Counseling; EDSC 5373 Group Counseling; EDUC 5203 Ethical and Legal Issues

Supervised counseling skills development through active learning methods and evaluation practice is provided in this course. Candidates will increase their levels of counseling experience prior to field placements. They will discuss and demonstrate a variety of strategies through a supervised process, and interactions with peers and professionals on campus and in the field. Service learning is included to enhance the experience for candidates, the university, and the community.

EDSC 5893 School Counseling Internship I 3 hours
Prerequisite: EDSC 5793 School Counseling Practicum
Internship will provide candidates with opportunities to apply what they have learned in class to the school setting and actual school counseling programs in the field. Combining 140 theory with practice enables candidates to refine and demonstrate skills in all areas of the professional practices of a school counselor educator. The successful candidate will have one half of the required field experience hours towards professional certification.

EDSC 5993 School Counseling Internship II 3 hours
Prerequisite: EDSC 5893 School Counseling Internship I
Internship will provide candidates with opportunities to apply what they have learned in class to the school setting and actual school counseling programs in the field. Combining theory with practice enables them to refine and demonstrate skills in all areas of the professional practices of a school counselor educator. The successful candidate will model behavior that meets the standards of professional and ethical practice, be able to precisely and correctly write and analyze reports, and engage in professional counseling activities. The successful candidate will have one half of the required field experience hours towards professional certification.

EDSC 5800 Special Topics in School Counseling 1 or 2 hours
This Special Topics course will explore contemporary issues in the School Counselor Education discipline. The course will focus on topics from current research and literature and will require candidates to demonstrate practical application of the information gained in the course through a research paper or project. Specific requirements, to include course goals and objectives, course assignments and credit hours for the course will be determined by each program. This course is an elective and can only be taken by permission of the professor of the course and the candidate’s advisor. The course is repeatable for a grade with a different topic.

In school counseling the different sections will be applied in the following ways:
- Section 70, Fundamentals of Research Design
- Section 71, Career Counseling
- Section 72, Counseling Theories
- Section 73, Group Counseling
- Section 74, Counseling Diverse Populations
- Section 75, Comprehensive School Counseling
- Section 76, Foundations of Professional Ethics and School Law
- Section 77, School and Family Consultation
- Section 78, Evaluation and Testing

EDSC Comprehensive Review 0 hour
This Comprehensive Review course will explore issues, topics, literature and standards in the School Counselor Education discipline. The course will focus on topics from current research
and literature and will require students to demonstrate practical application of the information gained in the course orally and in writing. This course is an elective and can only be taken by permission of the professor of the course and the student’s advisor. The course will be graded as S or U.

EDSC 6123 Diagnosis and Treatment
3 hours
Candidates will learn the basics of diagnosing and treating maladjustive behavior using the current Dictionary of Statistical Measurement (DSM) materials. While all five axes will receive attention, the focus will predominantly be on Axes I and II.

EDSC 6143 Clinical Supervision
3 hours
Candidates will discuss and demonstrate a variety of supervision strategies through a supervised process and interactions with peers. Development of these skills will increase their levels of counseling supervision experience prior to field placements. Service learning is included to enhance the experience for candidates, the university, and the community.

EDSC 6263 Advanced Seminar in Student Issues 3 hours
Candidates will read primary resources and research in a particular topic facing P-12 students. While the topic may include exceptionalities, this course may also focus on more typical issues. They will make a presentation on some aspect of the issue and integrate the information into their personal counseling position paper. THIS COURSE CAN BE TAKEN MORE THAN ONCE AS THE TOPIC(S) TO BE STUDIED IS (ARE) CHANGED.

EDSC 6363 Advanced Seminar in Counseling Theories 3 hours
Candidates will read primary resources and research in a particular orientation. They will make a presentation on some aspect of the approach and integrate the information into their personal counseling position paper. THIS COURSE CAN BE TAKEN MORE THAN ONCE AS THE THEORY (THEORIES) TO BE STUDIED IS (ARE) CHANGED.

EDSC 6463 Counseling Children 3 hours
Activity-based counseling is an essential component of counseling in the lower grades. Participants in this course will learn a variety of expressive processes, including art, manipulation of objects and toys, and role play, and collect a variety of objects the use in these processes. They will apply this information to actual clients.

EDSC 6563 Advanced Career Counseling 3 hours
Candidates in this course will become experts in Georgia 411 and GCIS and GCIS Junior. They will strategize how to utilize this information, apply their strategy, and critiques their results.

EDSC 6763 Leading Groups in Schools 3 hours
In addition to strengthening candidates’ understanding of the theories involved in leading small groups psycho-educational and counseling sessions, considerable time will be spent doing service learning groups in a variety of school settings.

EDSC 6853 Practicum in Supervision 3 hours
Development of supervision of counseling skills will be enhanced through active learning methods and evaluation practice as provided in this course. Candidates will increase their levels of counseling supervision experience prior to field placements. Candidates will discuss and demonstrate a variety of supervision strategies through their supervision, interactions with peers, and time with professionals on campus and in the field. Service learning is included to enhance the experience for candidates, the university, and the community.

EDUC 5253 The Exceptional Child 3 hours
This course is designed to discuss the nature, cause, and treatment of children’s disabilities and their influence on emotional, social, educational, and vocational adjustments; special services required for exceptional children to develop to their maximum capacities including the academically talented and mentally retarded.

**EDUC 5423 Seminar in Social Issues and Comparative Education 3 hours**
Seminar participants analyze the relationship between education and society, examining such issues as race, ethnicity, class, and gender in comparative perspectives. Data and models from selected nations, including emerging economically developed countries, are used. Emphasis is on free, analytical discussions of issues in American education as compared to similar issues in other countries.

**EDUC 5503 Fundamentals of Research Design 3 hours**
This course is designed to introduce the student to the logic and methodology of educational research as well as the statistical design in education research. Emphasis is on preparing and designing a research proposal for action research.

**EDUC 5783 Applied Inferential Statistic and Research Design 3 hours**
This course is designed to introduce the student to the logic and methodology of educational research as well as to statistical designs in educational research. Emphasis is on experimental methodology with treatment of selected non-experimental treatments. Inferential statistics, including t-test analysis and analysis of variance and covariance will be presented.

**EDUC 5793 Applied Research Practicum 3 hours**
Prerequisite: EDUC 5503 Fundamentals of Research Design
In this course, the candidates will conduct an applied research project that was defined in Fundamentals of Research (EDUC 5503). Candidates will demonstrate the ability to conduct action research by identifying a topic area or issue that deserves attention, reviewing contemporary literature related to that topic, designing and conducting a project to address the issue, and drawing conclusions from the results and reporting the conclusions both orally and in writing. This research will meet the needs of diverse learners and impact candidate learning and will serve as Key Assessment #7 for the Advanced Educational Programs from the Unit Assessment System of Fort Valley State University.

**EDUC 5800 Special Topics 1 - 3 hours**
This Special Topics course will explore contemporary issues in the (Early Childhood-Exceptional Child/Middle Grades Education/School Counselor Education) discipline. The course will focus on topics from current research and literature and will require students to demonstrate practical application of the information gained in the course through a research paper or project. Specific requirements, to include course goals and objectives, course assignments and credit hours for the course will be determined by each program. This course is an elective and can only be taken by permission of the professor of the course and the student’s advisor. The course is repeatable for a grade with a different topic.

**EDUC 6133 Using the SPSS Statistical Package 3 hours**
This course trains candidates to use the Statistical Package for the Social Sciences (SPSS) to perform statistical analyses on data. It will enhance candidates’ knowledge of the logic and methodology of educational research as well as the statistical design in education research. Emphasis is on analyzing action research.

**EDUC 6423 Seminar in Social Issues and Comparative Education 3 hours**
Course participants analyze the relationship between education and society, examining such issues as race, ethnicity, class, and gender in comparative perspectives. Data and
models from selected nations, including emerging economically developed countries, are used. Emphasis is on free, analytical discussions of issues in American education as compared to similar issues in other countries.

**EDUC 6663 Advanced Multicultural Studies 3 hours**
While continuing to add to their fund of knowledge of the five major cultural groups in the Georgia (i.e., African American, Hispanic American, Asian American, Native American, and Caucasian American), candidates will also examine the impact of learning styles, multi-intelligences, economics, and other less visible issues on themselves and their students.

**EDUC 6863 Research Project 3-6 hours**
Candidates who have not designed, conducted, and reported on a graduate level fieldbased project will use 3-6 hours of their electives to complete this requirement. They will be able to plan, organize, conduct, and present a research project consistent with their program (e.g., comprehensive school counseling, middle grades, early childhood/special education programs). They may prefer to take less than 3 hours of course-work per semester and spread their research activities over several semesters.

**EDUC 6990 Thesis 6-9 hours**
*Prerequisite: permission of the dean*
Research for the preparation of the master’s thesis.

**ENGL 5003 Communication Arts 3 hours**
Students will study various systems of English grammar, with emphasis on their application to writing and teaching.

**ENGL 5023 Teaching Literature in the Middle Grades 3 hours**
A course designed to introduce to middle grades teachers a variety of classroom approaches to literature. It will include working with a variety of genres and multicultural texts. Students will begin a resource file of texts and teaching strategies.

**ENGL 5423 American Literature II 3 hours**
An intensive study of major authors, genres, and movements in American literature from the close of the Civil War through present day.

**ENVH 5113 Environmental Pollution 3 hours**
Students primarily review sources, features and control of air, water and soil contaminants as well as their interactions once introduced to the environment and living organisms. (Required for concentration)

**ENVH 5183 Environmental Law 3 hours**
Students study federal, state and local laws and regulations related to the protection of human health and the regulation of environmental contaminants. Students examine the interactions between and differing responsibilities of the various agencies in enforcing them. They also discuss environmental litigation and citizen rights.

**ENVH 5193 Environmental Health Hazard Management 3 hours**
Students review processes available for hazard monitoring, control and remediation of soil, water and air pollutants as well as various toxic materials used by local industries and agriculture.

**ENVH 5253 Industrial Hygiene 3 hours**
Students will study the effects of occupational hazards like noise, gases, particulates and radiation on human health and work-related disorders.

**ENVH 5800 Special Topics in Public Health 1-3 hours**
This Special Topics course will explore contemporary issues in the Public Health discipline. The course will focus on topics from current research and literature and will require students to
demonstrate practical application of the information gained in the course through a research paper or project. Specific requirements, to include course goals and objectives, course assignments and credit hours for the course will be determined by each program. This course is an elective and can only be taken by permission of the professor of the course and the student’s advisor. The course is repeatable for a grade with a different topic.

**ENVH 6001 Comprehensive Review 0 hour**
This Comprehensive Review course will explore issues, topics, literature and standards in the Environmental Health discipline. The course will focus on topics from current research and literature and will require students to demonstrate practical application of the information gained in the course orally and in writing. This course is an elective and can only be taken by permission of the professor of the course and the student’s advisor. The course will be graded as S or U.

**EPSY 5513 Pre-Adolescent Psychology 3 hours**
A scientific study of the developmental changes in puberty in relation to physical, mental, emotional, and social development. This course involves examination of the developmental changes leading up to and at puberty, the social, mental, emotional, and physical changes that impact learning in the contemporary classroom. The influence of the peer and learning environments on preadolescent development and learning are topics of primary focus.

**ECSP 5424 Diversity and Differentiated Instruction 3 hours**
Teachers in this course will explore the learning characteristics and needs of diverse student populations. Teachers will examine the social, cultural, and educational factors influencing the provision of successful learning opportunities for diverse students. The course will require that teachers demonstrate the ability to plan, implement, and effectively evaluate differentiated instruction, as well as provide support for a variety of instructional needs. Graduate students will examine both current trends and historical foundations regarding these factors, especially as they impact the selection and implementation of curricula. Students will also integrate curricular, assessment, and management skills as they support learning for diverse populations.

**ECSP 5425 - Educational Assessment and Program Planning 3 hours**
Assessment experience in assessing students with and without disabilities is provided. Formal and informal assessment procedures are covered. Students will receive an introduction to standardized tests, criterion referenced and informal measures used in assessing children for educational placement and instruction. Students are required to administer, score, and interpret tests commonly used with exceptional children.

**ECSP 5426 Trends and Issues in Mathematics for Early Childhood Education 3 hours**
An examination of the contemporary trends and issues in mathematics education in the P-5 setting. Focus will be on research-based investigation of the content in mathematics. Topics include, but are not limited to: research on constructivism, cooperative learning, technology, problem solving, and literature in mathematics and multicultural issues in the teaching of mathematics.

**ECSP 5427 Ethics and the Law 3 hours**
This course provides a critical appraisal of the current nature, scope, and dimensions of contemporary and traditional education, special education, and inclusive education at the local, state, and national levels. Special emphasis is placed on the roles of both regular and special educators as collaborative teachers in inclusive settings. In addition, theoretical, legal, and practical issues and recent research and program development and evaluation concerned with the treatment, education, and rehabilitation of exceptional individuals are extensively reviewed.
Topics include teacher employment rights, student rights, special education law, religion and the public school, and teacher liability. The utilization of current and emerging technologies in the educational process is emphasized.

**ECSP 5428 Using Instructional Strategies in the Content Areas 3 hours**
This course focuses on curriculum development and instructional procedures in the content areas at the elementary school. Attention is given to research, theory, practice, current issues and trends applicable to teaching and learning in the elementary classroom. Emphasis is placed on the roles of the teacher, classroom learning environments, curriculum integration, and instructional planning and teaching models. The utilization of current and emerging technologies in the educational process is emphasized as is the impact of curriculum design and implementation on the education of students with and without special needs.

**ECSP 5429 Family Support and Intervention 3 hours**
This course promotes an understanding of stressors, transitions, and issues that families of children with disabilities encounter during their child’s lifespan. Approaches such as transdisciplinary teaming, family-centered intervention will be covered.

**EDUC 5203 Foundations of Professional Ethics and Law  3 hours**
The purpose of this course is to provide counselor education graduates with the foundations of professional ethics and school law. Increasingly, faculty, counselors, and administrators in public and private schools are called upon to make tough choices in their work and in their lives with regard to what is legal and what is ethical. This course will utilize lecture and case study methodologies to explore legal situations and ethical dilemmas in the practice of education, which might be specifically applied to teachers, counselors, or administrators.

**EDUC 5603 Instructional Leadership 3 hours**
The basic concepts of supervision, its contribution to the total school program, and means of improving instruction through supervision.

**ECSP 5623 Methods and Problems of Teaching in ECSP 3 hours**
Students will study the nature and curriculum needs of the early childhood/special education learner. Early Childhood/Special Education program rationale, curriculum, organizational patterns, instructional alternatives and problems will be discussed.

**FVSU 0500 Graduate Studies Orientation 0 hours**
In this orientation course, students will examine the requirements for successful graduate study. Students will complete writing samples and be referred for practice and review as necessary. Assignments will include the application of concepts involved in graduate policies and procedures, graduate student conduct and disposition, intellectual property, and original research. The course is required but carries no credit. It will include at least two face-to-face meetings and the remainder will be online. It will be completed by the drop day of the full semester during the student’s first semester enrollment.

**GEOL 5203 Environmental Geology 3 hours**
Students examine human interactions with the geologic environment. Geologic hazards such as earthquakes, landslides and volcanic eruptions will be considered as well as their contributions to environmental pollution.

**GERO 5413 Introduction to Gerontology 3 hours**
Students will be given with an overview of the field of gerontology including demographics, multi-disciplinary theories, services, and other selected health and psychological issues related to aging.

**GERO 5423 Legal and Social Issues in Gerontology 3 hours**
Students will be exposed to laws affecting people working with elderly individuals in the public health field, providing a guide to issues including information access, whistleblowing, HIV/AIDS, consent to treatment, elder abuse, and mental health. Issues of social economic policy affecting older adults are discussed including pensions, retirement, insurance and social security, and economic planning.

**GERO 5433 Counseling the Elderly 3 hours**
Students will be provided with skills to use knowledge-based techniques and methodologies in making counseling evaluations and interventions using case study material and examples. Specific content includes individual counseling, family counseling, and adaption to diverse work environments.

**GERO 5623 Human Service Systems for the Aged 3 Hours**
Students will develop a working knowledge of past, current, and potential local, state, and federal policy and programming for older adults. Course content covers governmental agencies that primarily serve the aged and emphasizes management and policy development tools for professionals.

**GERO 5713 Introduction to the Psychology and Biology of Aging 3 hours**
Students will be given an overview of developmental changes that occur with the aging process. Typical and atypical psychological and biological occurrences are discussed in relation to how older people cope with their changing life circumstances.

**GERO 5723 Wellness Promotion and Health in Aging Population 3 hours**
Students will learn about normal aging and the life span with emphasis on the genetic and environmental factors influencing the aging process. Course content focuses on individuals with special needs such as those with disabilities, in minorities, and living in rural areas.

**GERO 5800 Special Topics in Gerontology 1-3 hours**
This Special Topics course will explore contemporary issues in the Gerontology discipline. The course will focus on topics from current research and literature and will require students to demonstrate practical application of the information gained in the course through a research paper or project. Specific requirements, to include course goals and objectives, course assignments and credit hours for the course will be determined by each program. This course is an elective and can only be taken by permission of the professor of the course and the student’s advisor. The course is repeatable for a grade with a different topic.

**HIST 5000 Historical Research and Writing 3 hours**
The course will focus on individualized instruction in research and writing. After initial class sessions, student will meet regularly (in person or via the web) with instructor to research and write a major paper. Multiple drafts will be required to hone the student’s research and writing skills and prepare him/her for the rest of the program.

**HIST 5311 Georgia in American History 3 hours**
Students will examine, in depth, Georgia’s economic, political, and social history, with particular emphasis upon the role of African Americans in creating today’s Georgia. Students may re-take this course as graduates, to prepare for participation in pedagogical or academic conferences.

**HIST 5312 Women in America 3 hours**
Students gain a general understanding of the role women played in the development of the United States. Topics to be addressed by students emphasize the struggle for social equality, political rights and economic equity.

**HIST 5320 Oral and Family History 3 hours**
Students will learn how to arrange, conduct, and synthesize interviews as history professionals. They will work on technical skills such as filming and taping interviews and also take a hands-on approach to learning the “best practices” of oral history. As graduate students, their work will be required to reach the standards required for use by scholars researching topics or publication in the field, and it will be incorporated into the Oral History Archives of the Hunt Memorial Library.

**HIST 5330 Military History 3 hours**
Students analyze the military art and the development of military institutions in a variety of countries during the modern era. This analysis emphasizes the strategies and tactics; the interrelationship of the military institution with the society it defends; technological development; professionalization; and social forces that shape the military.

**HIST 5340 Narratives of the Black Atlantic 3 hours**
The student will examine narratives in literature, film, and biography by peoples of the Black Atlantic World, paying particular attention to lesser-known accounts of the Caribbean, England, and Canada.

**HIST 5450 Blacks in the Military 3 hours**
Students will explore how African Americans continuously fought for establishment of the United States of America, and have defended this nation and its ideas, even when they were denied their constitutional rights. Military engagements discussed include the American Revolution, War of 1812, Mexican American War, Civil War, Indian Wars, Spanish American War, World War I, World War II, Korean War, Vietnam War, and the Gulf War.

**HIST 5354 Black American History to 1865 3 hours**
Students will examine the major themes and issues in the history of African-Americas to 1865. The course includes a thorough examination of the trans-Atlantic slave trade, Africans in colonial America, antebellum slavery, the Abolitionist Movement, free African-American communities before the Civil War, and African American military contributions from the American Revolution to the Civil War.

**HIST 5355 Black American History Since 1865 3 hours**
Students will examine the major themes and issues in the history of African-Americans since the Civil War. The course includes a thorough examination of the Reconstruction Era, the Age of Accommodation, the Harlem Renaissance, the modern civil rights movement, and the role of African Americans in 20th century wars.

**HIST 5365 Africa Since 1850 3 hours**
Students will examine the peoples and societies of modern Africa from the dawn of the new imperialism to the present. Students will discuss, among other things, the colonial 149 period, nationalism and resistance to colonialism, decolonialism and independence, and challenges facing post colonial African governments. Extensive reading, research, and writing will be required.

**HIST 5366 South Africa 3 hours**
Students will examine the history of the indigenous people, colonialism, apartheid and resistance, and the republic. Graduate students will read and discuss monographs, and write a research paper that demonstrates understanding of the economic, cultural, or political history of South Africa.

**HIST 5380 The American Revolution and New Nation, 1763-1815 3 hours**
Students will examine the reasons for the American colonists’ break with the British Empire and their success in doing so from 1763 to 1783, and they will also explore the attempt of the...
founding generation to create a society and government that would secure the blessings of liberty between 1781 and 1815

**HIST 5400 U.S. Military History 3 hours**
Students examine United States Military History, with equal emphases on the following topics: the development of American military institutions, the reasons for American military performance, and the influence of military operations on American Development

**HIST 5408 United States Constitution 3 hours**
Students complete an intense study of the U.S. Constitution and its impact upon political, social, and economic development from 1787 to the present. Extensive reading, research, and writing are required.

**HIST 5411 Recent United States History 3 hours**
Students study the history of United States since 1945, with emphases on the social, political, economical and technological forces which have influenced changes in society and its institutions. Extensive reading, research, and writing are required.

**HIST 5500 War and Peace and Women 3 hours**
Students will investigate and write upon the lives of women, from those who have affected the courses of wars to those who negotiated intervals of peace. All students will produce an original biography as their research project.

**HIST 5550 Women and Gender in World History 3 hours**
Students will use archives to uncover and analyze information on the roles that women have played in nation-building and in events that changed the course of world history. Gender theory will be examined and applied to student research, also.

**HIST 5600 Africans in the Americas 3 hours**
Students will compare and synthesize the history of Diaspora peoples in the Atlantic littoral. The foci of the course will be the histories of Pan-Africanism and the Gullah people, and of descendants of Africans in the Caribbean as well as the continents. Each student will produce a research paper.

**HIST 6300 Jacksonian America, 1815-1848 3 hours**
Students will examine the political, economic and social development of the United States from 1815 to 1848, paying particular attention to the increasing democratization of American politics as well as improvements in the transportation and communications during those years.

**HIST 6304 Modern England 3 hours**
Students analyze the rise of Great Britain to world dominance in the 18th and 19th centuries and its subsequent decline in the 20th. Their investigations include both the home islands and the empire. The examination includes the political, economic, cultural, and intellectual developments. As the basis for understanding their study, students master the factual history of Britain since 1688.

**HIST 6401 Civil War and Reconstruction 3 hours**
Students conduct an intense study of the origins of the Civil War and the impact of the war. An analysis of Reconstruction is done with emphasis upon the historical interpretation of events.

**HIST 6410 Twentieth Century Europe 3 hours**
Students engage in a detailed study of the political, social, economic, and intellectual developments in Europe since World War I.

**HIST 6420 The Development of Modern Science and Medicine 3 hours**
Students study the growth of knowledge in the physical, biological, and medical sciences since the 16th century and the individuals involved in that growth. Also students seek an
understanding of the impact of science, the scientific method, and disease on culture and thought in the modern era.

**HIST 6415 The American Civil Rights Movement 3 hours**
Students will examine and analyze the causes, course, and achievements of the African American Civil Rights Movement in the mid-twentieth century. Key issues addressed include notable leaders and their various approaches, legislation vs. implementation, and the role of women.

**HISTORY 6430 The Napoleonic Wars 3 hours**
Students will analyze the causes, course, and results of the Napoleonic Wars from 1789 through 1815. Major focuses will include the career of Napoleon Bonaparte, tactical changes in the period, the role of warfare in the political issues of the era, and the peace settlement made at the Congress of Vienna.

**HISTORY 6460 The World Wars 3 hours**
Students will analyze the causes, course, and results of World Wars I and II. Important focuses of their work will include comparisons of the strategic, tactical, and technological elements in the two wars; examination of the political issues that arose from coalition warfare; and the economic impact of the wars on the home fronts.

**HIST 6700 Seminar in European History 3 hours**
*Note: can be taken up to three times*
Students will undertake in depth study of a topic or theme in European History chosen by the instructor. The course will emphasize the preparation of a research paper relating to its topic.

**HIST 6850 Seminar in American History since 1877 3 hours**
*Note: can be taken up to three times*
Students will undertake in depth study of a topic or theme in American History chosen by the instructor. The course will emphasize the preparation of a research paper relating to its topic.

**HIST 6900 Seminar in African History 3 hours**
*Note: can be taken up to three times*
Students will undertake in depth study of a topic or theme in African History chosen by the instructor. The course will emphasize the preparation of a research paper relating to its topic.

**HIST 6950 Seminar in Diaspora History 3 hours**
*Note: can be taken up to three times*
Students will undertake in depth study of a topic or theme in Diaspora History chosen by the instructor. The course will emphasize the preparation of a research paper relating to its topic.

**HIST 6060 Topics in African History 3 hours**
Students will do investigations and analyses of themes in African history. These themes will vary from semester to semester but might include gender issues, religion, colonization, or race. The chronological framework will also vary depending on the subject matter selected for a given semester.

**HIST 6975 Special Topics in History 3 hours**
*Note: can be taken up to three times*
Students will undertake in depth study of a topic or theme in history chosen by the instructor. The course will emphasize the preparation of a research paper relating to its topic.

**HIST 6998-99 Thesis 3 hours—each course**
Students will write the MA thesis in these courses. The thesis is a major original work of historical scholarship.

**HLTH 5100 Introduction to Public Health 3 hours**
This course introduces students to the foundations of the public health infrastructure within the United States with emphasis on how public health impacts human populations and the various entities that make up the discipline.

**HLTH 5103 - Environmental Health 3 hours**
Students will diagnose and investigate environmental factors, including biological, physical and chemical factors, which affect the health of a community.

**HLTH 5173 Public Health Policy and Administration 3 hours**
Students will acquire knowledge of the formulation, analysis and implementation of public health policy; and the planning, organization, administration, management, and evaluation of health programs.

**HLTH 5123 Epidemiology 3 hours**
Students will learn about distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of health and disease.

**HLTH 5153 Biostatistics 3 hours**
Students will learn concepts and practice of statistical data analysis; collection, management, analysis and interpretation of health data; and the design and analysis of health related surveys and of experimental and quasi experimental health studies.

**HLTH 5200 Health Behavior and Health Promotion 3 hours**
Students will acquire concepts and methods of social and behavioral sciences applicable to the study of health behavior and the identification and solution of public health problems.

**HLTH 5850 Field Experience in Public Health 1-6 hours**
Students will participate in supervised practical experience in a community health setting.

**HLTH 5910 Special Problems in Health Education 3 hours**
Students will research on health problems and issues. Students will meet and consult with a professor on a regular basis to discuss the study project.

**HLTH 5999 Thesis Research 1-6 hours**
Students will learn the techniques of scientific investigation, preparation, and oral defense of a substantial research study in a selected area of environmental health. Done in tutorial consultation with a graduate faculty member.

**ITEC 5120 Technology for Classroom Teachers 3 hours**
This course immerses teacher education candidates in a technology-rich learning environment designed to build teacher skills in the following areas: use of modern technology, integration of Georgia Performance Standards (and Core Curriculum), new designs for teaching and learning, classroom management and enhanced pedagogical practice.

**MATH 5301 Number and Operation Sense 3 hours**
*Prerequisite: Admission to Graduate Degree Program*
Students will model, in a variety of ways, basic elements of number and operation. They will demonstrate an understanding of the real number system and various ways of making estimates. Students will use technology, hands-on activities and manipulatives.

**MATH 5302 Algebra and Functions 3 hours**
*Prerequisite: Admission to Graduate Degree Program*
Students will apply algebra to construct mathematical models for real world problems. Students will apply polynomial, rational, exponential, and logarithmic and trigonometric functions.

**MATH 5303 Geometry and Measurement 3 hours**
*Prerequisite: Admission to Graduate Degree Program*
Students will demonstrate an understanding of plane, solid, coordinate, transformational and non-Euclidean geometries. They will use visual models and methods to provide insight in thinking about patterns in quantitative and symbolic data.

**MATH 5304 Concepts of Calculus 3 hours**

*Prerequisite: Admission to Graduate Degree Program*

Students will demonstrate knowledge that calculus provides a language for modeling dynamic change. Students will investigate and apply properties of limit, continuity, derivative and integral.

**MATH 5404 Statistics 4 hours**

*Prerequisite: MATH 2113 or an equivalent course*

Students will develop skills needed to do statistical research by expanding their knowledge of statistics through the exploration of hypothesis testing, correlation, regression, analysis of variance, and non-parametric statistics. The student will demonstrate an understanding of statistics by completing a statistical research project.

**MLHC 5413 Community Mental Health 3 hours**

Students will be introduced with the principles of community mental health. Emphasis is placed on development and expansion of the movement in mental health. Its organization, resources, and techniques for making community services available to meet the needs of the individual and the community are discussed.

**MLHC 5422 - Seminar in Professional Orientation and Ethical Practice 3 hours**

Students will study social, legal, ethical, and economic issues arising in the delivery of professional counseling services as related to settings, socio-cultural groups, social ethnicity, and organizations. Current practices and actual cases will be reviewed.

**MLHC 5762 Case Management 2 hours**

Students will learn the techniques of critical analysis of representative cases and techniques of case management. Attention is focused on setting up and maintaining records, diagnosis and provision of services as well as providing an understanding of substance abuse problems within various agencies.

**MLHC 5772 Internship 2 hours**

Students will participate in internship experience with a mental health agency. The student will be expected to apply the knowledge, understanding, and skills which he has developed to help his client.

**MLHC 5782 Internship 2 hours**

Students are expected to participate in a supervised internship experience in a mental health setting appropriate to mental health counseling. The intern will be expected to apply the knowledge, skills and dispositions which she/he has developed to assist clients under the supervision of a site supervisor who has a minimum of a master’s degree in counseling with equivalent qualifications, including appropriate certifications and licenses (e.g., LPC, NCC). The site supervisor has a minimum of two years of pertinent profession experience in the program area and knowledge of the program’s expectations, requirements and evaluation procedures for interns.

**MLHC 5800 Special Topics in Mental Health Counseling 1-3 hours**

This Special Topics course will explore contemporary issues in the Mental Health Counseling discipline. The course will focus on topics from current research and literature and will require students to demonstrate practical application of the information gained in the course through a research paper or project. Specific requirements, to include course goals and objectives, course...
assignments and credit hours for the course will be determined by each program. This course is an elective and can only be taken by permission of the professor of the course and the student’s advisor. The course is repeatable for a grade with a different topic.

**MATH 5900 Special Topics in Mathematics Education 1-5 hours**
*Prerequisite: Consent of the instructor*

The student will select a topic in mathematics education to explore and will conduct individual study of research under the directions of a mathematics or mathematics education professor.

**MLHC 6001 Comprehensive Review 0 hour**

This Comprehensive Review course will explore issues, topics, literature and standards in the Mental Health Counseling discipline. The course will focus on topics from current research and literature and will require students to demonstrate practical application of the information gained in the course orally and in writing. This course is an elective and can only be taken by permission of the professor of the course and the student’s advisor. The course will be graded as S or U.

**RCCM 5403 Introduction to Rehabilitation 3 hours**

Students will be introduced to current rehabilitation theories, principles, methodology and philosophy; legislative history of the federal/state vocational rehabilitation system; the rehabilitation process, counseling concepts, and current trends.

**RCCM 5421 Lifespan Development in Rehabilitation 3 hours**

This course provides an overview of the major developmental theories and how they relate to various types of disabilities. It also covers ways in which disability affects developmental stages and how a person with a disability responds and adapts at each stage. Major career development theories are also presented.

**RCCM 5413 Introduction to Case Management 3 hours**

Students will explore the following primary case management principles within State Federal Rehabilitation and related areas will be explored: Case finding/referral, intake interviewing, services coordination, case recording and reporting, counseling, decision-making, time management, diagnosis, assessment, review of the Code of Professional Ethics for Rehabilitation Counselors, planning, transferable skills analysis, and evaluation. Students will then both construct an IWRP (Individualized Written Rehabilitation Plan) for a hypothetical consumer and solve an ethical dilemma utilizing a prominent ethical decision-making model.

**RCCM 5423 Medical Case Management 3 hours**

Students will be introduced to a variety of disabilities with emphasis being placed on the impact of severe and chronic conditions. Further, students will explore these disabilities in terms of their etiologies, functional limitations, treatment/rehabilitation options, and vocational implications.

**RCCM 5432 Psychiatric Rehabilitation 3 hours**
*Prerequisite: RCCM 5403 and RCCM 5413*

This course provides the diagnostic, assessment, and treatment planning for counseling individuals with mental disorder and substance abuse in a variety of community settings, which provide social, vocational, residential and case management services. Students will learn the models and methods for assessing mental status and identify psychological disorders in accordance with the Diagnostic and Statistical manual (DSM) criteria. Major counseling theories and case management strategies are also presented.

**RCCM 5441 Practicum in Rehabilitation 1 hour**
Prerequisite: Permission of adviser/instructor. Students must be in good standing with an overall GPA of 3.0 or above and are required to complete and submit the Practicum Application during the semester prior to registration.

Students will be provided with an individualized learning opportunity related to supervise experience working in a public or private agency that provides counseling and/or related rehabilitation services to individuals with disabilities. The course instructor will provide on-campus supervision sessions.

**RCCM 5452 Rehabilitation Assessment & Evaluation  3 hours**
This course will familiarize students with the tenets of measurement theory methods of test construction, appropriateness of individual and group tests based on disability type, test administration and evaluation procedures. The practice of assessment and diagnostic techniques appropriate for children, adolescents, and adults will be covered. Students will engage in the administration, scoring and interpreting of assessments as well as learn intake and interview procedures.

**RCCM 5463 Vocational Rehabilitation  3 hours**
Students will be provided an overview of career development theories. Career development will be related to the challenges and barriers associated with disability. Employment development, job seeking and job retention factors that pertain to employment, and career planning for individuals with disabilities who participate in rehabilitation programs are examined. Students will complete a resume, O’Net assignment, Transferability of Work Skills Analysis, Job Analysis, and a mock employment interview within this course.

**RCCM 5464 Private Sector Rehabilitation**
This course focuses on work of rehabilitation counselors in a private setting. Different areas of rehabilitation services in the private sector and its preparation will be explored. Students will learn the comparison of private versus public sectors. A focus will also include workers compensation, case management, disability management, long-term disability, end of life care, and forensic rehabilitation. Ethical and legal considerations will also be addressed.

**RCCM 5473 Introduction to Rehabilitation Technology  3 hours**
Students will be introduced to a broad overview of both theoretical and applied issues/concepts of Rehabilitation Assistive Technology as it relates to the field of public and private case management. This will include exposure to computers, software, national technology networking for individuals with disabilities, electronic assistance devices, and telecommunications. The various aspects of assessing individuals with disabilities in all major life areas will be examined as well as assistive technology case management issues. Topics will address referral, evaluation, and planning for home and work place accommodations for individuals possessing various types of disabilities.

**RCCM 5483 Cultural Diversity in Counseling  3 hours**
This course will familiarize students with different environmental, personal, socioeconomic, and psychological characteristics of various ethnic and cultural groups. Ethical and legal considerations in working with diverse populations will be addressed.

**RCCM 5633 Research and Program Evaluation  3 hours**
*Prerequisite: RCCM 5452*
This course will cover research methods and techniques in the social disciplines. Topics will include research designs, sampling techniques, internal and external validity. This course will also focus on the program evaluation theory with an emphasis placed on survey research.
techniques. A research proposal and survey instrument will be developed based on the student’s area of interest.

**RCCM 5706 Internship in Rehabilitation 6 hours**
Prerequisite: The student must have taken and satisfactorily completed the following courses: RCCM 5403, RCCM 5413, RCCM 5423, RCCM 5441, and COU N 5623. In addition, students must be in good standing with an overall GPA of 3.0 or above at the start of their final semester in the program with no outstanding "Incomplete" grades. A student is also required to complete and submit the Student Fieldwork Application at least one semester before registration.

Students will be placed in case management settings most closely associated with their career development needs for this 600-clock hour pragmatic experience. Students will be encouraged to apply the knowledge and counseling skills in a clinical setting that they learned in prerequisite courses. In addition, students will be required to receive weekly on-campus supervision from the designated faculty supervisor. The supervision will involve both individual and group discussion of rehabilitation counseling concerns and clinical experiences (on or off campus) that facilitate the development of basic rehabilitation counseling skills.

**RCCM 5800 Special Topics in Rehabilitation Counseling & Case Management 1-3 hours**
This Special Topics course will explore contemporary issues in the Rehabilitation Counseling and Case Management discipline. The course will focus on topics from current research and literature and will require students to demonstrate practical application of the information gained in the course through a research paper or project. Specific requirements, to include course goals and objectives, course assignments and credit hours for the course will be determined by each program. This course is an elective and can only be taken by permission of the professor of the course and the student’s advisor. The course is repeatable for a grade with a different topic.

**RCCM 6002 Comprehensive Review 0 hours**
This Comprehensive Review course will explore issues, topics, literature and standards in the Rehabilitation Counseling & Case Management discipline. The course will focus on topics from current research and literature and will require students to demonstrate practical application of the information gained in the course orally and in writing. This course is an elective and can only be taken by permission of the professor of the course and the student’s advisor. The course will be graded as S or U.

**READ 5131 Approaches to Teaching Reading 3 hours**
This course provides an overview of basic reading instruction. It includes activities that foster the development of strategic readers, familiarity with current reading resources, integration of technology into literacy education and familiarity with approaches and models of instruction. The course considers the stages of reading development, as well as, effective teaching strategies, assessment techniques and organization for instruction.

**READ 5232 Individualized Assessment and Instruction for Striving Readers 3 hours**
Prerequisites: READ 5131 Approaches to Teaching Reading
This course engages students in assessment and instructional techniques used for working with individuals experiencing difficulties with reading. Students examine factors influencing reading abilities and utilize case study approaches to evaluate students’ literacy processes.

**READ 5434 Content Area Literacy 3 hours**
In this course candidates are provided opportunities for in-depth study of teaching reading and writing in various subject matter areas. Because it is discipline-based, individuals preparing to teach, or currently teaching, in the middle grades and higher will find the course materials particularly geared to them. Instructional strategies are presented and designed to help students to transfer literacy skills into content areas.

**READ 5535 Trends and Issues in Reading 3 hours**

*Prerequisites: Admission to the Graduate Teacher Education Program, READ 5131 or READ 5434, READ 5232*

This course is designed to investigate the current issues and trends in reading instruction. Emphasis will be on the critical analysis of research literature that is related to current practices and trends in the teaching of reading. Approaches to teaching multi-cultural classes and students with special needs in reading will be learned.

**PERSONNEL**

Members of the Board of Regents of the University System of Georgia

**Regent**

C. Dean Alford, P. E.
1506 Klondike Road
Suite 105
Conyers, GA 30094

**District:** Fourth

**Term:** 1/1/12 - 1/1/19

**Tel.:** (770) 860-9416

W. Paul Bowers
241 Ralph McGill Blvd.
24th Floor
Atlanta, GA 30308

**District:** At-Large

**Term:** 4/18/14 - 1/1/20

**Tel.:** (404) 506-5355

Lori Durden
One Joseph E. Kennedy Blvd.
Statesboro, GA 30458

**District:** Twelfth

**Term:** 1/1/13 - 1/1/20

**Tel.:** (912) 486-7607

Larry R. Ellis
Ellis Services & Solutions Enterprises, LLC.
3835 Presidential Parkway, Suite 118
Atlanta, GA 30340

**District:** Fifth

**Term:** 1/1/13 - 1/1/17

**Tel.:** (770) 458-3773
Rutledge A. (Rusty) Griffin Jr.
Griffin Corporation
3821 Skipper Bridge Road
Valdosta, GA 31605
**District:** Eighth
**Term:** 1/1/13 - 1/1/18
**Tel.:** (229) 245-1558

C. Thomas Hopkins, Jr., MD
The Orthopaedic Sports and Injury Center of Griffin
717 South 8th St.
Griffin, GA 30224
**District:** Third
**Term:** 04/16/10 - 1/1/17
**Tel.:** (770) 227-4600

James M. Hull
Hull Storey Gibson Companies, LLC
P.O. Box 204227
Augusta, GA 30917
**District:** At-Large
**Term:** 11/7/2013 - 1/1/2016
**Tel.:** (706) 863-2222

Donald M. Leebern, Jr.
Georgia Crown Distributing Co.
P.O. Box 308
McDonough, GA 30253-0308
**District:** At-Large
**Term:** 1/1/12 - 1/1/19
**Tel.:** (770) 302-3000

Doreen Stiles Poitevint
2001 Twin Lakes Dr.
Bainbridge, GA 39819
**District:** Second
**Term:** 1/1/11 - 1/1/18
**Tel.:** (229) 246-8577

Neil L. Pruitt, Jr. (Vice chair)
PruittHealth
1626 Jergens Court
Norcross, GA 30093
District: Eleventh  
Term: 1/1/13 - 1/1/17  
Tel.: (770) 806-6893  

Sachin Shailendra  
1720 Peachtree Street  
Suite 150  
Atlanta, GA 30309  
District: Thirteenth  
Term: 4/4/14 - 1/1/21  

E. Scott Smith  
88 Herron Lane  
Ringgold, GA 30736  
District: Fourteenth  
Term: 1/1/13 - 1/1/20  
Tel.: (706) 935-7268  

Kessel Stelling, Jr.  
Synovus Financial Corp.  
1111 Bay Avenue  
Columbus, GA 31902  
District: Sixth  
Term: 1/1/08 - 1/1/15  
Tel.: (706) 649-2924  

Benjamin “Ben” J. Tarbutton III  
Sandersville Railroad  
206 North Smith St.  
Sandersville, GA 31082  
District: Tenth  
Term: 1/1/13 - 1/1/20  
Tel.: (478) 552-5151 x208  

Richard L. Tucker  
Arlington Capital LLC  
One Sugarloaf Centre, 1960 Satellite Blvd, Suite 3500  
Duluth, GA 30097  
District: Seventh  
Term: 1/28/12 - 1/1/19  
Tel.: (404) 962-3255  

Thomas Rogers Wade  
GDEcD (Attn: Rogers Wade)  
75 Fifth Street, NW - Suite 1200  
Atlanta, GA 30308
District: At-Large  
Term: 1/1/13 - 1/1/20  
Tel.: (404) 962-4178

Larry Walker  
P.O. Box 1234  
Perry, GA 31069  
District: At-Large  
Term: 8/1/09 - 1/1/16  
Tel.: (478) 987-1415

Don L. Waters  
Don L. Waters, Brasseler USA, Inc.  
One Brasseler Blvd.  
Savannah, GA 31419  
District: First  
Term: 1/1/13 - 1/1/18  
Tel.: (912) 921-7535

Philip A. Wilheit, Sr. (Chair)  
Wilheit Packaging  
P.O. Box 111  
Gainesville, GA 30503  
District: Ninth  
Term: 1/1/13 - 1/1/15  
Tel.: (770) 532-4421

Chancellor:  
Hank M. Huckaby

FVSU Administrators  
Bailey, Jessica, Provost and Vice President for Academic Affairs and Professor, Business Administration & Economics; M.Ed., Vocational Rehabilitation Counseling, Coppin State University; M.B.A. and Ph.D., Marketing, University of Missouri-Columbia  
Carter, Melody, Vice President for External Affairs, B.A., M.S.; Buffalo State College; Ph.D., State University of New York at Buffalo, carterm@fvsu.edu  
Griffith Ivelaw Lloyd, President, Bachelor of Social Sciences, The University of Guyana; M. A., Long Island University; M.Ph. and Ph.D., The City University of New York. griffithi@fvsu.edu  
Hill, Edward, Dean of Education, B.A., Morehouse College; M.S., Columbia College; Ed.D., South Carolina State University, hille@fvsu.edu  
Hobbs, Lynn, Vice President for Business and Finance (CFO), B.B.A., Accounting, University of Georgia.  
Jones, Charles E., Chief Legal Officer and Director of Government Relations; B.S. M.P.A.,
University of Missouri; J.D., Georgia State University College of Law.
Jonesc02@fvsu.edu

Kannan, Govind, Dean of Agriculture, Family Sciences and Technology, Associate Professor of Animal Science, B.V.Sc., M.V.Sc., Tamilnadu Agricultural University; Ph.D., University of Maryland at College Park, govindak@fvsu.edu

Lawrence, Shareé, Registrar, B.B.A., Fort Valley State College, lawrencs@fvsu.edu

Mahitab, Frank, Director of Hunt Library, B.S., Chemistry, Bombay University; B.S., Computer Information Systems, DeVry Institute of Techn.; M.S., Library Information Studies, Clark Atlanta University
mahitabf@fvsu.edu

McCraney, Lynn, Vice President for Student Success and Enrollment Services, Vice President for Student Success & Enrollment Management, B.S., M.S., Georgia College & State University. mccraneyl@fvsu.edu

Mehan, Uppender, Dean, College of Arts & Sciences and Associate Professor, English; B.A., English & Psychology, University of Windsor; B.Ed, English and Dramatic Arts, University of Toronto; MA, English, York University, Ph.D., English, University of Toronto
mehanu@fvsu.edu

Sianjina, Rayton, Dean, College of Graduate Studies & Extended Education and Professor, Middle Grades Education; B.A., English Education and M.S.Ed, Educational Administration Leadership & Supervision, Harding University; Ph.D., Educational Administration Leadership & Supervision, University of Mississippi
sianjinrar@fvsu.edu

Truss, B.onta, Director of Retention Services and Institutional Research, B.S., M.S., Ed.D., Alabama State University, trussd@fvsu.edu

Graduate Faculty
Amoah, Eugene A., Professor of Animal Science, B.Sc., University of Ghana; M.Sc., Ph.D., University of Reading-England, amoah@fvsu.edu

Borne, Curtis, Professor of Agricultural Education, B.S., University of Louisiana Lafayette; M.S., Ph.D., Louisiana State University, bornec@fvsu.edu

Brenner, Jerry, Coordinator of Rehabilitation Counseling and Case Management and Associate Professor, Psychology and Rehabilitation Counseling, B.S., M.S., Kansas State University; Ph.D., Southern Illinois University, brennerj@fvsu.edu

Bright, Robin, Associate Professor of Chemistry, B.S., Tennessee Technical University; Ph.D., Pennsylvania State University, brightr@fvsu.edu

Brown, E. Canter, Professor of History, B.A., Florida State University; Ph.D., Florida State University; J.D., Florida State University, brownc@fvsu.edu
Chandras, Kananur, Professor of Counseling Psychology, B.S., Mysore University; M.A., Hindu University; M.S., Ph.D. Southern Illinois University; M.S., Ed.S., Valdosta State University, chandrak@fvsu.edu

Daniels, Dwayne, Interim Head of Chemistry Department and Associate Professor of Chemistry, B.S., M.S., North Carolina Central University; Ph.D., Clark Atlanta University, danielsd@fvsu.edu

Davis, Melinda, Professor of Biology, B.S., Ph.D., Oklahoma State University, davism@fvsu.edu

Dhir, Sarwan, Professor of Biotechnology, B.S., M.S., Ph.D., Jodhpur University; Post-Doctoral Fellow, University of Illinois at Urbana-Champaign, dhirs0@fvsu.edu

Dumbuya, Peter, Professor of History, B.A. (Hons.), Fourah Bay College, University of Sierra Leone; M.A., Ph.D., University of Akron, J.D., Jones School of Law, Faulkner University, dumbuyap@fvsu.edu

Everett, Otha, Assistant Professor of Rehabilitation Counseling, B.S., Valdosta State University; M.S., Fort Valley State University, everettl@fvsu.edu

Getz, Will, Professor of Animal Science, A.S., Bacone College; B.S. Oklahoma State University; M.S., Ph. D., Ohio State University, getzw@fvsu.edu

Gosukonda, Ramana, Associate Professor of Mathematics, B.Ed., M.S., Osmania University; M.S., Tuskegee University; Ph.D., M.S., Alabama A & M University, gosukonr@fvsu.edu

Herd-Clark, Dawn, Associate Professor of History, B.S., Ball State University; M.A., Ph.D., Florida State University, clarkd01@fvsu.edu

Hill, Edward, Dean, College of Education, Associate Professor of Education, B.A., Morehouse College; M.S., Columbia College; Ed.D., South Carolina State University, hille@fvsu.edu

Holloway Anna R., Dean of Graduate Studies & Extended Education and Professor of English, B.A., M.A., University of Wisconsin-Madison; Ph.D., Kent State University, hollowaya@fvsu.edu

Jarvis, Thomas, Assistant Professor of School Counselor Education, B.A. and M.A., University of Georgia, Ed.D., Argosy University, jarvist@fvsu.edu

Joshee, Nirmal, Assistant Professor of Plant Science/Biotechnology, B.S., M.S., Kumaun University, Ph.D., North-Eastern Hill University, joosheen@fvsu.edu

Kannan, Govind, Associate Professor of Animal Science, B.V.Sc., M.V.Sc., Tamilnadu Agricultural University; Ph.D., University of Maryland at College Park, go vindak@fvsu.edu

Kouakou, Brou, Assistant Professor of Animal Science, DUES Chimie-Biologie- Geologie, Université Nationale, Abidjan; DIA Zootechnie, ENSA Abidjan; M.S., Animal Science, UC, Davis; Ph.D., Ruminant Nutrition, University of Arkansas, Fayetteville,
Latimore, Mark, B.S., Professor of Soil Sciences, Fort Valley State University; M.S., University of Georgia; Ph.D., University of Missouri-Colombia, latimorm@fvsu.edu

Lee, Jung Hoon, Research Associate Professor of Food Chemistry, B.S., Oregon State University, M.S. and Ph.D., University of Tennessee, leej@fvsu.edu

Liu, Xuanli, B.A. in Agricultural Economics, Northwestern A & F University, China; M.S. in Computer Science, University of Nebraska-Lincoln; Ph.D. in Agricultural Economics, University of Nebraska-Lincoln, liux@fvsu.edu

Lutz, Christine, Assistant Professor of History, B.A., Regents College, University of the State of New York, M.A.; Ph.D., Georgia State University, lutzc@fvsu.edu

Mack, James, Professor of Chemistry, B.S., Eastern Michigan University; Ph.D. Wayne State University, mackj@fvsu.edu

Mahapatra, Ajit, Research Professional, B.S., Orissa University of Agriculture & Technology; M.S., Indian Institute of Technology; Ph.D., Hungarian Academy of Sciences, mahapatraa@fvsu.edu

McCommon, George, Associate Professor of Veterinary Science, B.S., D.V.M., University of Georgia, mcommog@fvsu.edu

McLaughlin, Frederick, Associate Professor of Biology, B.S., Fort Valley State University; M.S. Clark Atlanta University; Ed.S., Ed.D.; Argosy University, mclaughf@fvsu.edu

Mobley, Jerry, Head of the Department of School Counselor Education and Associate Professor of Counseling, B.A., M.Ed., Clemson University; Ph.D., University of Georgia, mobleyj1@fvsu.edu

Moore, Teah, Assistant Professor of School Counselor Education, B.A., Anderson University; M.A., Bradley University; Ph.D., Idaho State University, mooretl@fvsu.edu

Mofya, Saul, M.S., Veterinary Microbiology, St. George's University; B.V.M., University of Zambia, mofyas@fvsu.edu

Murphy, B. Keith, Professor of English, B.A., Morehead State University; M.A., Miami University, Oxford, Ohio; Ph.D., Ohio University, murphyk@fvsu.edu

Newton, James R., Assistant Professor of Rehabilitation Counseling, B.S., Albany State University; M.S. Rehabilitation Counseling, M.S. School Counseling, Fort Valley State University; D. H. S., Nova Southeastern University, newtonjr@fvsu.edu

Ogden, Cedric A., Assistant Professor of Agricultural Engineering, B.S., Fort Valley State University; M.S., Southern Illinois University; Ph.D., Purdue University, Ogdenca@fvsu.edu
Park, Young W., Professor of Food Science, B.S. Kon Kuk University; M.S., University of Minnesota; Ph. D. Utah State University, parky@fvsu.edu
Payne, Tamara, Assistant Professor of Rehabilitation Counseling, B.S. and M.S., Fort Valley State University; Ph.D., Walden University, paynet@fvsu.edu
Reyes, Silvio, Assistant Professor of Rehabilitation Counseling, B.S. and M.A., South Carolina State University; Rh.D., Southern Illinois University.
Riley, Clarence Assistant Professor of HPE, B.A., M.S., B.S.Ed., University of Georgia, Ph.D., Southern Illinois University rileyc@fvsu.edu
Samples, Oreta, Interim Coordinator of Public Health, B.S., Veterinary Technology, Fort Valley State University; M.P.H. Environmental Health, Fort Valley State University; DHSc (Doctor of Health Sciences) Nova Southeastern University, Fort Lauderdale, FL sampleso@fvsu.edu
Singh, Hari, Research Assistant Professor, B.S., M.S., Maharshi Dayanand Sarawati University; Ph.D., Narendra Deva University of Agriculture & Technology, singhh@fvsu.edu
Singh, Mahipal, Assistant Professor of Animal Science, B.S., M.S., Meerut University; Ph.D., Institute of Medical Sciences, Banaras Hindu University, singhm@fvsu.edu
Smith, Mark, Associate Professor of History, B.A., Kennesaw State University; M.A., State University of West Georgia; Ph.D., University of Alabama, smithm01@fvsu.edu
Surrency, Jacques, Assistant Professor of Agricultural Sciences, B.S., Fort Valley State University; M.S., Ph.D., Alabama A&M University surrencyj@fvsu.edu
Terrill, Thomas, Research Professional, B.S., Pennsylvania State University; M.S., Virginia Polytechnic Institute and State University; Ph.D., University of Georgia- Athens, terrillt@fvsu.edu
Trotter, David, Adjunct Instructor of Industrial Hygiene, B.S., University of North Alabama; M.S.P.H., University of Alabama in Birmingham, davidwt1@windstream.net
Van Hartesveldt, Fred, Head of the Department of History Geography, Political Science, and Criminal Justice and Professor of History B.A., Maryville College; M.A., Ph.D., Auburn University, hartesvf@fvsu.edu
Viji, Gana, Research Professional, B.S., M.S., Ph.D., University of Madras, India, vijig@fvsu.edu
Wacaster, Jean, Associate Dean of Education, Associate Professor of Education, B.A., Shorter College, M.Ed., Ph.D., University of Georgia, wacasterj@fvsu.edu
Williams, Archie Lamar, Coordinator of Agricultural Engineering Technology Program, Assistant Professor of Agricultural and Biological Engineering, B.S.E.E.T., Fort Valley State University; M.S., Ph.D., Pennsylvania State University, williamsa01@fvsu.edu
Wright, Mygleetus, part-time Associate Professor of Public Health, B.S, M.D., Emory University, M.P.H., Wright State University, wrightm@fvsu.edu