Graduate Catalog 2017-2018

UNIVERSITY

OF

WEST GEORGIA

The University System of Georgia

www.westga.edu

Student Responsibility

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Graduate studies are administered by the colleges and school that house the graduate pro-grams. Please direct questions to the individual college or school of interest, as listed on the web: http://www.westga.edu/gradstudies.

Applications to graduate programs should be made online at: http://www.westga.edu/gradstudies/apply-now.php

Questions about the online application process should be directed to the UWG Graduate School at 678-839-1394.

Information regarding academic requirements for graduation will be available in the offices of the Registrar and Deans of major schools and colleges. It is the responsibility of each student to keep apprised of current graduation requirements for a degree program in which he or she is enrolled.

In the event that an administrative hearing officer or a court of record determines that "publications" issued by the college 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 institution 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 the institution concerning applications for admission, enrollment or continued enrollment, waivers of liability, consents to medical treatment, dormitory occupancy, and any and all other written forms, documents, letters or other materials issued by the college in furtherance of its educational mission.

Compliance

This University of West Georgia is in compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, as amended, Title II of the Americans with Disabilities Act of 1990, and other applicable laws and does not discriminate on the basis of race, color, national origin, creed, religion, sex, age, or disability.
Inquiries concerning compliance should be addressed to the Affirmative Action Officer, Human Resources, or call 678-839-6403.

Privacy of Information Act

Under the Provisions of the Family Educational Rights and Privacy Act of 1974, each West Georgia student (past or present) has the right of access to all educational information and data maintained on him or her by the University of West Georgia.

How to Find Information Related to Academic Programs and Courses

This catalog includes directional tools customarily included in such publications. The Table of Contents, the Index to Course Listings, the general Index, and the Index of Abbreviations (inside back cover) are all essential tools for anyone using the catalog. By turning to these sections, readers can find information related to the structure, policies, and procedures that govern the University's

operations as well as information about programs the University offers. This section supplements those listed above by providing directions in finding and interpreting information related to academic programs, academic departments, and courses.

Colleges & Schools

"Programs of Study" organizes information on programs within each of the six major academic divisions of the University: The College of Arts and Humanities, the College of Education, the College of Science and Mathematics, the College of Social Sciences, the Richards College of Business and the Tanner Health System School of Nursing. Information relevant to each college, the dean, the Web address, general information, and specific requirements and options for the college, are included in an introductory section.

Departments

Information about each academic department with a graduate program is provided. This information includes the department web address, phone number, location, the department graduate faculty, descriptions of programs and program requirements. A list of courses offered by departments with a description for each course is located in a separate section.

Programs

All academic programs of study are listed in the Programs of Study.

Courses

Though all the course descriptions in the catalog follow the same basic pattern, a number of variables determine the specific information contained in each. The following examples contain labels to illustrate how to read a course description:
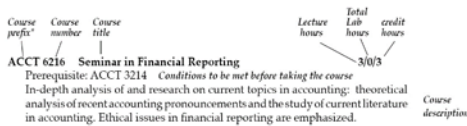
* A complete list of courses can be located in the Course Descriptions.

University of West Georgia

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Academic Officers

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Jennifer Schuessler, B.S.N., M.N., Ph.D.	*Dean of the Tanner Health System School of Nursing and Professor of Nursing*

The University of West Georgia Vision, Mission, and Values

Vision
The University of West Georgia aspires to be the best comprehensive university in America - sought after as the best place to work, learn, and succeed!

Mission
The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community. UWG is committed to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online.

UWG, a charter member of the University System of Georgia (USG), is a comprehensive, SACSCOC level VI, public university, based in West Georgia with multiple instructional sites and a strong virtual presence. UWG supports students in their efforts to complete degrees in relevant programs, valuing liberal arts and professional preparation. Through effective and innovative teaching, experiential learning, scholarship, research, creative endeavor, and public service, UWG equips graduates to engage with and discover knowledge. UWG is dedicated to building on existing strengths and developing distinctive academic, research, and co-curricular programs and services that respond to economic development and identified regional, state and global needs, thus empowering alumni to contribute responsibly and creatively to a complex 21st Century global society.

Values
The institutional mission and daily operation of the University of West Georgia are guided by our values that support our vision to be the best place to work, learn, and succeed.

The value of achievement is evident in our commitment to the academic and social success of our students, staff, and faculty.

The value of caring is evident in our consistent concern and regard for our students, staff, and faculty as well as the larger communities where we live and whom we serve.

The value of collaboration is evident in our commitment to shared governance, team-work, and a cooperative spirit that shape our interactions with students, staff, and faculty, and the communities we serve.

The value of inclusiveness is evident in our commitment to celebrating our diversity, our collaborative spirit, and creating a welcoming campus that is emotionally and physically safe for all.

The value of innovation is evident in our commitment to fostering a learning atmosphere in which new methods and ideas consistent with our vision and mission are respected and rewarded.

The value of integrity is evident in our commitment to rigorous ethical standards in our classrooms and offices, in our conduct toward each other, and in service to our communities.

The value of sustainability is evident in our obligation to maintaining ecological balance in our planning and operations that make possible for future generations the same or better quality of opportunities for success available to present employees and students.

The value of wisdom is evident in our commitment to teaching and learning that emphasizes knowledge for the purpose of positively transforming the lives of our employees and students, as well as improving the world in which we live.

The University

Overview

The University of West Georgia is a co-educational, residential, liberal arts institution located in Carrollton. A state university in the University System of Georgia, it enrolls students from most counties in Georgia as well as from other states and several foreign countries. Enrollment at UWG reached an all-time high with 13,303 students in the 2016 fall semester.

The University is situated on the western side of Carrollton, the county seat of Carroll County and one of Georgia's fastest growing industrial areas. Carrollton, an hour's drive from Atlanta, serves a regional population of more than 112,000 as a center for retail shopping, medical and educational services, entertainment and recreational activities, and financial services.

History

The University of West Georgia originated in 1906, the date of the founding of the Fourth District Agricultural and Mechanical School, one of twelve such institutions established by the State of Georgia between 1906 and 1917. Twenty-five years later, Carrollton's A&M School became West Georgia College, a junior college established by an act of the Board of Regents of the University System of Georgia. Dr. Irvine S. Ingram, who had been principal of the A&M School, was named the institution's first president.

In 1939, the College was authorized by the Board of Regents to add a three-year program in elementary education. In 1957, the institution was authorized to confer the B.S. degree in education, making it a four-year senior college unit of the University System of Georgia. Two years later, West Georgia College added the Bachelor of Arts degree in the fields of English, history, and mathematics.

During the following years, West Georgia College became one of the fastest growing institutions of higher learning in the South. From an enrollment of 576 in 1957, the institution's student body now numbers over 13,300.

In 1967, the Board of Regents authorized the initiation of a graduate program at the master's level.

In 1983, the Board of Regents approved the External Degree Program as a cooperative effort between Dalton College and UWG. Since its inception, close to 400 degrees have been conferred through the center.

The Board of Regents in 1988 approved opening the Newnan Center, a joint effort involving the Newnan-Coweta Chamber of Commerce and other business, civic and educational leaders in the area. In 2013, the Board of Regents of the University System of Georgia voted to approve the acquisition of the real property at 80 W. Jackson Street, the site of the historic Newnan Hospital facility. UWG began serving students from this new site in summer 2015. With an enrollment of more than 500, the Newnan Center provides a core curriculum, as well as full bachelor and masters programs, and dual enrollment for high school students. (See Public Services chapter.)

In June, 1996, the Board of Regents of the University System of Georgia awarded the institution university status and officially changed the name of West Georgia College to the State University of West Georgia, and in 2005 it became the University of West Georgia. The University has seen significant growth in recent years. Two phases of residential housing provide variety to on-campus students, including the apartment-style Center Pointe Suites, the Oaks, the East Village Dining

Hall, and Bowdon Hall. The Campus Center (student recreational facility), University Bookstore and the Visual Arts Building provide more access to students, while the Coliseum and the Athletic Operations Building offer space for UWG's expanding Athletics program. The gross asset value of the University's facilities is approximately $300 million. The University has grown to nearly 645 acres.

Presidents of the University

Dr. Irvine Sullivan Ingram served as West Georgia College's first president from 1933 to June 30, 1960, the longest presidential tenure in the history of the University System of Georgia. He was succeeded by Dr. William Hamilton Row, who served from July 1, 1960, until his death on March 15, 1961. At that time, Dr. Ingram was named acting president. He served in that capacity until Dr. James Emory Boyd was appointed president on August 16, 1961.

After a decade of service to West Georgia College as president, Dr. Boyd retired on March 30, 1971, to become vice chancellor for academic development of the University System of Georgia. Vice President George Walker served as acting president from April 1 to August 15, 1971. On August 16, Dr. Ward B. Pafford became the institution's fourth president. Dr. Pafford announced his resignation, effective June 30, 1975, in the fall of 1974. Dr. Maurice K. Townsend, vice president for academic affairs at Indiana State University, was named the college's new president, effective July 1, 1975. Dr. Townsend served as the college's chief executive officer until his death on May 16, 1993. Dr. Bruce W. Lyon, vice president and dean of student services, was named acting president, effective June 1, 1993. The University System of Georgia, following an extensive national search, named Dr. Beheruz N. Sethna to head West Georgia, effective August, 1994. When the Board of Regents officially changed the name of the institution to the University of West Georgia in June, 1996, Dr. Sethna became the first president of the University under the new name.

Dr. Sethna retired as UWG president on June 30, 2013, after 19 years of service. The University System of Georgia performed a complete national search and named Dr. Kyle Marrero as the institution's seventh president, effective July 1, 2013.

The Campus

The University of West Georgia's award winning campus is a unique blend of old and new. Boasting abundant trees, shrubs, and flowers, the campus is dotted with structures from the early 1900s as well as buildings exemplifying the most contemporary modes of architecture.

Front Campus Drive, a three-block-long expanse of rolling hills shaded by scores of towering oak, elm, and maple trees, features historic structures such as Kennedy Interfaith Chapel and Bonner House, two of the oldest buildings on campus. In 1964, after the chapel was moved to the campus, the late Robert F. Kennedy dedicated it to the memory of his brother, the late President John F. Kennedy. The Bonner House, constructed in 1843 as a plantation home, is the oldest building on campus. The frame colonial structure has served various purposes through the years.

A modern academic complex composed of a renovated library, the Technology-enhanced Learning Center (TLC), as well as social science, humanities and math-physics buildings lies beyond Front Campus Drive. Other buildings in the area include the Richards College of Business; the three-story University Community Center; the Campus Center, which boasts a full gym, indoor track, and rock-climbing wall; the Townsend Center for Performing Arts; and the Visual Arts Building.

UWG also features some of the region's most impressive athletic facilities. The Coliseum, with a capacity of 6,500 for athletic events, has hosted concerts, graduations and community events.

University Stadium, a 9,500-seat home to UWG football, anchors the university's Athletic Complex. There are also football and soccer practice fields, as well as the Women's Complex, which features competition soccer and softball fields.

The Greek Village and suite-- and apartment-- style residence halls offer comfortable and convenient living options for students on campus. The most recent additions include Center Pointe Suites and The Oaks residential community.

The UWG bookstore, conveniently located across the street from both the TLC and the Greek Village, offers textbooks, spirit wear, snacks, and more

The university's newest facility is the Tanner Health System School of Nursing building. With 64,000 square feet of technology-equipped space, the new building provides nursing students with unprecedented access to state of the art equipment.

In 2017, the University broke ground on a two-phase $24-million expansion of its Biology Building, which is expected to be completed in spring of 2018.

A commitment to campus growth and expansion will continue to be a priority for our institution, with several construction projects on the horizon.

The University System of Georgia

The University System of Georgia's Board of Regents was created in 1931 as a part of a reorganization of Georgia's state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. The governor appoints members to the Board, who each serve seven years. Today the Board of Regents is composed of 19 members, five of whom are appointed from the state-at-large, and one from each of the 14 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System. The Board oversees 28 colleges and universities that comprise the University System of Georgia and has oversight of the Georgia Archives and the Georgia Public Library System.

Contact Information:
Board of Regents of the University System of Georgia
270 Washington Street, SW
Atlanta, Georgia 30334
www.usg.edu

Information about the University System of Georgia can be accessed at:

- 2013-2018 Strategic Plan and Public Agenda: www.usg.edu/strategicplan
- Profiles of the members of the Board: www.usg.edu/regents/members
- Profiles of the 28 USG institutions: www.usg.edu/inst

Vision and Mission Statements for University System of Georgia

"The University System of Georgia will create a more educated Georgia, well prepared for a global, technological society, by providing first-rate undergraduate and graduate education, leading-edge research, and committed public service."
The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctorate degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and by bringing these intellectual resources, and those of the public libraries, to bear on the economic development of the State and the continuing education of its citizens.

Each institution in the University System of Georgia will be characterized by:
- A supportive campus climate, leadership and development opportunities, and necessary services and facilities to meet the needs of students, faculty, and staff;
- Cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- Technology to advance educational purposes, including instructional technology, student support services, and distance education; and
- A commitment to sharing physical, human, information, and other resources in collaboration with other System institutions, the public libraries, state agencies, local schools, and technical colleges to expand and enhance programs and services available to the citizens of Georgia.

General Information

Graduate Studies

A graduate division was created in 1967 by action of the Board of Regents of the University System of Georgia. In 1973, the division was given the status of a Graduate School in accordance with the new organizational structure approved by the Board of Regents. In June 1996, the Board of Regents of the University System of Georgia officially changed the name of West Georgia College to State University of West Georgia, which was then changed to University of West Georgia in 2006.

Master's degrees include the Master of Arts with majors in criminology, English, history, psychology, and sociology; the Master of Music with majors in Music Education and Performance; and the Master of Public Administration. There is the Master of Science degree with majors in applied computer science, biology, and mathematics, and the Master of Science in Nursing. The Master of Professional Accounting, Master of Business Administration, and Master of Arts in Teaching in Secondary Education (biology, broad field science, business education, chemistry, economics, English, history, mathematics, political science, and physics) and Special Education are offered as well. The Master of Education degree is offered with majors in elementary education, professional counseling, media, reading, special education, and speech-language pathology.

The College of Education offers the Specialist in Education degree with majors in educational leadership, elementary education, secondary education (biology, broad field science, business, chemistry, economics, English, history, mathematics, and earth science), professional counseling, media, and special education.

UWG has four doctoral programs. The College of Education offers a Doctor of Education with two majors: (1) School Improvement and (2) Professional Counseling and Supervision. In collaboration with the College of Education, the Tanner Health System School of Nursing offers a Doctor of Education with a major in Nursing Education. The College of Social Sciences offers a Ph.D in Psychology with a focus in Consciousness and Society.

UWG graduate certificate programs are offered in selected areas of the arts and sciences.

Students can earn non-degree initial, post-baccalaureate and post-graduate (add-on) programs in selected areas.

Accreditations and Affiliations

The University of West Georgia is accredited with the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, education specialists, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of West Georgia.

The purpose of publishing the Commission's address and contact numbers is to enable interested constituents (1) to learn about the accreditation status of the institution, (2) to file a third-party comment at the time of the institution's decennial review, or (3) to file a complaint against the institution for alleged non-compliance with a standard or requirement). However, normal inquires about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission's office.

Accreditations also include the following:

AACSB International-The Association to Advance Collegiate Schools of Business
Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American
Speech-Language Hearing Association
Commission on Collegiate Nursing Education
Computing Accreditation Commission of ABET
Council for Accreditation of Counseling and Related Educational Programs
National Association of Schools of Art and Design
National Association of Schools of Music
National Association of Schools of Public Affairs and Administration
National Association of Schools of Theatre
National Council for Accreditation of Teacher Education

Organizations in which the University holds institutional membership include the American Council on Education, the American Chemical Society, the American Association of State Colleges and Universities, the American Association of Colleges for Teacher Education, the Council for Adult and Experiential Learning, the Council on Graduate Schools, the National Association for Business Teacher Education, and the National Collegiate Honors Council.

Information Technology Services

www.westga.edu/its/
Information Technology Services' (ITS) central office and Service Desk is located on the 2nd Floor of Cobb Hall. ITS provides technology leadership and support to all areas of the University of West Georgia community. ITS offers a wide variety of technical services - from support of your UWG ID to the planning and maintenance of the campus technology infrastructure including:

- Technology infrastructure providing both wired and wireless network access (connectWest),
- On campus computing lab facilities for general purpose/homework and specialized use,
- Support of all technology enhanced classrooms,
- The campus portal (myuwg.westga.edu),
- E-mail access powered by Google,
- Collaborative services powered by Google including Google Docs, Google Drive, Google Sites, and Google Calendar,
- Student Information Technology Services (SITS), located in the Cobb Hall Lobby, providing no cost labor for current students who need help with their personal computers and mobile devices,
- Residential Network Services (RESNET) providing network support to students living on campus,
- Student information system access (Banweb),
- Telephone and cable TV service.
- The status of all system-wide IT services can be found on our service status page (http://status.westga.edu).

International Student Admissions and Programs

The International Student Admissions and Programs Office, located in 229 Row Hall, provides advising and support for international students applying to UWG, and those already studying at UWG. The office provides assistance and advice regarding housing, immigration matters, finances, personal adjustment, and referrals to appropriate members of the University and the Carrollton community.

Office of Education Abroad

The Office of Education Abroad, located on the first floor of Gunn Hall, provides advising and support for undergraduate and graduate students seeking to study abroad. Students have a range of options including short-term programs and more in-depth experiences with our partner institutions overseas. The office also works with faculty interested in developing education abroad programs, in working with international partner schools or in sponsoring a visiting international scholar.

Irvine Sullivan Ingram Library

www.westga.edu/library/

As the academic heart of the campus, Ingram Library provides both online and in-house collections and services to meet curricular needs. The four story building provides seating space for 800, three electronic classrooms, small group study rooms, and computers and other equipment for accessing materials retained in print, online, recorded and micro formats. Wireless access to internet resources is available throughout the building as well as in the Starbucks cafe and adjacent patio overlooking Love Valley.

The library is named in honor of Irvine Sullivan Ingram, 1892-1981, the institution's first president. The glass enclosed lobby overlooks a study garden designed in honor of Maurice Townsend, fifth president of the university. The lobby area provides study tables and casual seating and displays of new books, current newspapers and periodicals. Ingram Library houses a collection of student and faculty art, including "The Prophet," a bronze by Gary Coulter, presented by the Class of 1968. A bowl by renowned artist Phillip Moulthrop, Class of 1969, which Mr. Moulthrop donated to the College of Arts & Humanities in 2012, is displayed on the main floor. The third floor features the 1980 ceramic mural "Sporangium Disseminating Spores" by Cameron Covert and Bruce Bobick of the Department of Art.

Library collections include some 450,000 cataloged volumes, some 1,000,000 microforms, and more than 20,000 maps and charts. The library provides access to over 70,000 print and electronic serials, including magazines, scholarly journals, and newspapers. As a selective depository for federal documents, the library houses United States government publications and provides access to government information available in online and other electronic formats. Library users have access to Georgia Library Learning Online (GALILEO), an online library of databases, full text electronic journals, and reference resources available to all Georgians, as well as to an extensive range of electronic materials selected to support the university's academic programs. All licensed electronic materials are available to university students, faculty and staff through any computer with internet access. By providing access to an extensive range of online materials, through its chat reference service, by developing an electronic reserve system and online request systems for obtaining materials from other libraries, the library ensures that students enrolled at the university's remote class sites and in online courses are afforded the same level of library support as those who attend classes on the Carrollton campus; the Library's Off-Campus Services unit provides materials to such students as needed, upon request through its interlibrary loan system.

The library participates in state and regional consortia, facilitating extensive access to the collective resources of university system and other libraries. The library catalog, provided through Georgia

Interconnected Libraries (GIL), lists materials available in Ingram Library collections, and provides links to catalogs of other libraries. West Georgia students, faculty, and staff may request books from any university system library through the online GIL Express service, a feature of the universal catalog, and they also have check out privileges when visiting system libraries. In addition, the University of West Georgia is a member of the Atlanta Regional Council for Higher Education (ARCHE), which allows students, faculty and staff to utilize the resources of member libraries. Ingram Library provides interlibrary loan service through its web site, facilitating the borrowing of books from libraries throughout the country. Articles requested through interlibrary loan are transmitted to patrons electronically.

Individuals seeking assistance with library resources and research needs can utilize reference services at the reference desks, via telephone, and through the 24/7online chat reference service available through the library web site. Students can make personal research appointments with librarians through the GoPRO service. The library pursues an active instruction program, working closely with faculty to tailor class instruction to specific assignments and disciplinary needs.

The Annie Belle Weaver Special Collections area on the ground floor of Ingram Library provides access to information about the history of the university and the geographic area it serves. Photographs, family histories, and other materials associated with the west Georgia region are included in Special Collections, as are materials on sacred harp music and American psalmody. The Humanistic Psychology and Parapsychology collections include the papers of Sidney Jourard, Carmi Harari, William Roll, Ingo Swann, and Edith Weisskopf-Joelson. A special effort is made to acquire the manuscript collections of individuals who have represented the region in state or national legislative bodies. One of the most notable collections is that associated with Georgia's Political Heritage Program, begun by university faculty in 1985. The collection includes taped interviews with state and national leaders, among them most of Georgia's post-World War II governors, U.N. Ambassador Andrew Young, U.S. House Speaker Newt Gingrich and Georgia House Speaker Tom Murphy. Senator Herman Talmadge was the first interview subject for the program. The Talmadge collection is particularly significant as it includes some thirty-five interviews recorded between 1985 and 1995 as well as interviews with his staff and some of his supporters. The Thomas B. Murphy Reading Room and State Capitol Office installation, dedicated in 2012, honors Georgia House Speaker Tom Murphy who left office in 2002 with the distinction of serving as the nation's longest-serving House speaker. Murphy's office was replicated as part of a library facility renovation completed in 2011 and funded with a special state legislative appropriation honoring his service to the state of Georgia. The university's Center for Public History and Thomas B. Murphy Center for Public Service are located on the ground floor of the library.

The library hosts numerous cultural programs, including nationally-touring exhibits, concerts, lectures and readings. Ingram Library's Penelope Melson Society, established in 2008 in recognition of the library's centennial, serves as the library's friends group. The Melson Society assists the library in securing and funding programs to draw the campus and surrounding community together. Information about library programs and services is distributed through publications available in the building, and through the library web site. An online announcements site outlines upcoming events, programs and classes.

Thomas B. Murphy Holocaust Teacher Education Training and Resource Center

The Thomas B. Murphy Holocaust Teacher Education Training and Resource Center, on the second floor of Ingram Library, is the only Holocaust center in the United States devoted to teacher training located in a state-supported institution. The Center is administered by the Georgia Commission on the Holocaust. With the study of the Holocaust as a catalyst, the Center encourages and supports human understanding and dignity by developing programs to open minds and hearts to the appreciation of all of humankind. The Center's multimedia resource collection includes books, videotapes, archival and electronic materials, augmented by resources available within the collections of Ingram Library. Working collaboratively with academic departments and state and regional organizations, the Center provides curriculum development assistance, teacher conferences, staff development seminars, exhibits, and other programs.

The University of West Georgia Foundation

The University of West Georgia Foundation, Inc. (Foundation) is a Georgia charitable corporation. It receives and manages private contributions (gifts) made for the benefit of the University of West Georgia. The Foundation has been recognized as an organization exempt from Federal Income Tax under section 501(c)(3) of the Internal Revenue Code, and gifts to the Foundation are deductible as provided for in section 170 of the Internal Revenue Code. The Foundation encourages both restricted (specific purpose) and unrestricted (general use) gifts from donors.

The University of West Georgia Alumni Association

Graduates of the University of West Georgia constitute the largest single constituency and represent the most valuable resource for the University. Membership in the Alumni Association is open to all former students of the University of West Georgia, West Georgia College, or the Fourth District Agricultural and Mechanical School. A volunteer-driven 54-member Board of Directors works closely with the professional staff to develop and support opportunities that steward the relationships between alumni and the University. The Association informs alumni of institutional plans, progress, opportunities, and needs.

Through the Alumni Office, communication with alumni is achieved through the alumni magazine, Perspective, and Perspective Online, as well as an electronic newsletter, The Red and Blue Banner.

Major activities sponsored by the Alumni Association include Homecoming, regional alumni receptions, and many other reunions and special events that involve thousands of alumni each year.

The University of West Georgia Athletic Foundation

The University of West Georgia Athletic Foundation is an independent, non-profit organization strives to support a preeminent intercollegiate athletics program at the University of West Georgia by providing student athletes the opportunity to achieve excellence in academics, community service, and athletic competition.

Graduate Programs Committee

The Graduate Programs Committee is a committee of the Faculty Senate. Its purpose is to recommend policy and procedures concerning graduate programs, curriculum, admissions, transfers, admission to candidacy eligibility for graduation, petitions and appeals, and graduate faculty; and to approve all additions and deletions of graduate courses and programs and reorientations of existing programs. Membership: five senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE, the Tanner Health System School of Nursing, and the Library; two administrators: the Dean of the Graduate School and one appointed by the Provost; one student, appointed by the Dean of the Graduate School.

Student Affairs and Enrollment Management

http://www.westga.edu/vpsa

The Division of Student Affairs and Enrollment Management, as a complement to the academic programs of the University, offers a variety of educational services, developmental programs, and student activities designed to enrich the student's university life. These activities are under the direction of the Vice President for Student Affairs and Enrollment Management.

Students and others who desire more information about the services available or who need assistance are encouraged to contact the appropriate offices listed below:

- Career Services - https://www.westga.edu/careerservices/
- Center for Academic Success - http://www.westga.edu/excel/
- Center for Adult Learners & Veterans - https://www.westga.edu/calv
- Center for Student Involvement - https://www.westga.edu/csi/
- Counseling Center - http://www.westga.edu/counseling/
- Enrollment Services Center - http://www.westga.edu/esc/
- Financial Aid - http://www.westga.edu/finaid/
- Health Services - http://www.westga.edu/health/
- Housing & Residence Life - http://www.westga.edu/housing/
- International Student Admissions and Programs - https://www.westga.edu/isap/
- Registrar's Office - http://www.westga.edu/registrar/
- Student Conduct - https://www.westga.edu/studentconduct/
- University Recreation - https://www.westga.edu/urec/

Student Activities

Art, Drama, and Music

The Departments of Art, Music, and Theatre Arts sponsor a wide variety of activities, including plays, recitals and exhibitions of art by students and faculty as well as occasional traveling exhibits. The Department of Art presents numerous exhibitions, presentations, and artist lectures throughout the year. These are free and open to all students. The Department hosts an Annual Juried Student Art Exhibition, which is also open to all students regardless of field of study.

The Department of Music offers students numerous opportunities to perform. Whether music majors or non-music majors, students participate in a wide range of music performance activities for university credit. Vocal ensembles include the Concert Choir, Chamber Singers, and Opera Workshop. The bands include the Marching Band, Basketball Band, Wind Ensemble, Symphonic Band, Jazz Ensemble, Jazz Combos, and a variety of small woodwind, brass, and percussion ensembles. The Department of Music presents an opera each year as well.

The Department of Theatre stages five major productions each year, one of which is a musical. In addition, at least one of them is student devised and/or written. Students from all programs are

eligible to audition for theatre productions. Contact the Theatre department by calling 678.839.4700 or emailing theatre@westga.edu

All students are eligible to audition for major theater productions and musical performance groups.

Student Media

Student media outlets include *The West Georgian*, an award-winning weekly campus newspaper, and *The Eclectic*, a literary magazine published each spring semester. Each of these outlets has a student editor and student staff.

The WOLF Internet Radio is staffed by students and provides entertainment and information for the campus and surrounding area as well as valuable instruction and experience for students in the mass communications field. Students interested in television production create programs at UTV13 which air over the local cable channel.

Publications and Printing (Your On-Campus Copy Center)

Publications and Printing, Your On-Campus Copy Center, offers full-color and black-and-white copying and printing, publications design, large-format posters printed and mounted, and more. While-you-wait-service is available, as is a computer design station in the lobby for your use. A full-time staff is available to assist students, faculty, and staff with printing needs, including banners, signs, brochures, soft-bound and hardcover books, letterheads, envelopes, business cards, fliers, promotional materials, laminating, etc. You can have your art/photos printed on canvas and mounted. Full-color, retractable promotional displays can be produced, in two sizes, as well as self-stick wall art, most any size. Files can be e-mailed for your convenience. The print shop is located off Back Campus Drive on Pub and Print Drive, across from the East Commons Dining Hall. Hours are Monday through Friday, 8:00 a.m. to 5:00 p.m.

Weather/Emergency Closing

Because of the difficulty in making up lost time, unscheduled closing of the University occurs only in extreme circumstances, particularly when it involves cancellation of classes or examinations. In the event of an emergency University closing, announcements will be made over radio stations in Carrollton and the surrounding area and radio and television stations in Atlanta.

During times of bad weather or other emergencies, University officials make decisions on whether or not to close the campus based on current conditions provided by University Police and other considerations. In such cases, the safety and security of the majority of students and faculty/staff colleagues is a prime consideration; however, we recognize that there may be special circumstances that pertain to individual students, faculty, and staff that are more serious than those that apply to the majority. Students, faculty, and staff are advised, therefore, to use their best judgment about their safety and that of their families in those situations. Students should consult with individual faculty members about making up lost time, and faculty and staff should be in touch with their department chairs and heads

Official announcements about University closings and class/examination cancellations will be made only by the President and/or the office of University Communications and Marketing.

The University reserves the right to schedule additional class or examinations sessions should some be cancelled.

Information on cancelled or rescheduled class or examination sessions may also be obtained by calling the Department of University Police Weather Line, 678-839-6200 (day and night) - Please Do Not call the Emergency Number; the office of University Communications and Marketing, 678-

839-6464 (daytime only); or visiting the University Web site at www.westga.edu or enroll in Wolf Alert - the University's emergency warning system. To register, log into the Portal and within the University Police box, click on the Wolf Alert icon and enroll your phone(s) and e-mail addresses.

Admission

The University of West Georgia invites qualified applicants from all cultural, religious, racial, and ethnic groups to apply for graduate programs in the College of Arts and Humanities, College of Education, College of Science and Mathematics, College of Social Sciences, Richards College of Business, and Tanner Health System School of Nursing. Because graduate programs are administered through the Colleges and School of Nursing, questions about specific programs, or about graduate education, should be directed to the Graduate Studies Office in the respective colleges/school.

How to Apply

The UWG Office of Graduate Admissions receives all documents in the admissions process. This includes the online application, standardized test scores (e.g., GRE, GMAT), all official transcripts, citizen or immigration documents, letters of recommendation, personal statements, essays, or any other documents that are a part of the admission process for any graduate program.
Program Admission Standards

Program admission standards aid the selection of applicants whose academic preparation indicates they will be successful in graduate studies at the University of West Georgia, although programs may reject otherwise qualified applicants due to space limitations or other programmatic variables. Programs may require additional indicators, beyond transcripts and grade point averages that demonstrate the applicant's ability to successfully complete graduate study prior to rendering an admission decision. For example, some programs may require letters of recommendations, narrative statements, art portfolios, program qualifying examinations, interviews, and/or musical performances to determine the admissibility of students. See information in the Graduate Catalog about individual graduate programs for more details regarding admission requirements.

Application Process
Applicants must submit an online application with a $40 non-refundable application fee. (Georgia residents 62 years of age or older are not required to pay the application fee). The online application and instructions for the application process can be found at http://www.westga.edu/gradstudies/apply-now.php.
Graduate admission application deadlines vary by program and some programs do not admit students every semester. Application deadlines can be found at http://www.westga.edu/gradstudies/important-dates.php. International students must meet additional requirements and earlier deadlines. Admission information for international students can be found at https://www.westga.edu/academics/isap/index.php

An applicant who applies, but chooses not to enroll during the semester of application, may update the semester for which he or she is applying, if the update is completed with-in 12 months. The student can update the application online at go.westga.edu. Only one update is permitted.

Students furnishing the University with false, incomplete, or misleading information relating to their application or academic record will be subject to rejection or dismissal.

Admission Appeals
Graduate programs make the decision to admit or not admit. An applicant who is denied admission to a graduate program must appeal to the College of School that houses the program that denied

admission. Admission appeals procedures for the individual Colleges and Tanner Health System School of Nursing follow below.

College of Arts and Humanities

If a prospective student's application for admission is denied, she or he may appeal in writing to the department's Director of Graduate Studies within ten (10) business days after receipt of notice that admission has been denied. Should the prospective student submit the written appeal to the department's Director of Graduate Studies after the ten (10) business day deadline, it may not be accepted or the review may be delayed. The department's Director of Graduate Studies will reconsider the admissions decision after the applicant submits additional materials supporting the request and upon the recommendation of the faculty of the program to which the applicant has applied. The prospective student will be notified once a decision has been rendered.

College of Education

Each academic department, in consultation with the Graduate Studies office, establishes its own timeline and procedures for making admissions recommendations. Once departments forward their recommendations to the Graduate Studies Office, a final review is made by the Director of Graduate Studies. Candidates are informed by way of an official letter from the Graduate School concerning their admission status. Applicants may appeal an admissions decision by contacting, in writing, the Director of Graduate Studies - College of Education. Applicants may appeal denial of admission only if additional relevant information is provided for review. The Director of Graduate Studies will consider the new information and may elect to confer with the Program of Study. The Director of Graduate Studies will notify the student with his/her decision.

College of Science and Mathematics

If a prospective student's application for admission is denied, she or he may appeal in writing to the Dean of the College of Science and Mathematics within ten (10) business days after receipt of notice that admission has been denied. The Dean will reconsider the admissions decision after the applicant submits additional materials supporting the re-quest and upon the recommendation of the faculty of the program to which the applicant has applied.

College of Social Sciences

If a prospective student's application for admission is denied, she or he may appeal in writing to the Department Chair of the program within (15) business days after receipt of notice that admission has been denied. Should the prospective student submit the written appeal to the Chair after the (15) business day deadline, it may not be accepted or the review may be delayed. The Department Chair may reconsider the admissions decision after the applicant submits additional materials supporting the request and upon the recommendation of the faculty of the program to which the applicant has applied. The prospective student will be notified by the Chair's Office once a decision has been rendered.

Suggestions for supporting materials:

- Additional letters of recommendation. Should you decide to have additional letters submitted on your behalf, it is required that the letters come from individuals familiar with your academic prowess and job performance.
- Your academic skills should be evaluated by a professor who has taught you recently (within the last two semesters from the receipt of notice of admissions denial). Letters of recommendation should be submitted on letterhead.
- Awards or other types of special recognition you have received. It is preferable, but not required, that awards and other forms of recognition are field related.
- Community service, particularly as it relates to educational goals or objectives.
- Newspaper pictures and/or articles in which you appear.
- Any other information the prospective student deems useful.

If a prospective student's application for admission is denied a second time, she or he may appeal in writing to the College of Social Sciences Dean within (15) business days after receipt of notice of the second denial. Should the prospective student submit the written appeal to the Dean after the (15) business day deadline, it may not be accepted or the review may be delayed. The Dean will render a decision after discussing and reviewing all materials with the appropriate department. The prospective student will be notified by the Dean's Office once a decision has been rendered.

Richards College of Business

If a graduate student's application for admission is denied, then a written appeal may be submitted and delivered to the office of the Dean of the Richards College of Business within ten (10) business days after receipt of notice that admission has been denied. Students may submit additional relevant information for review with their appeal. Applicants will be informed of the appeal decision by way of an official letter from the Richards College of Business.

Tanner Health System School of Nursing

Applicants may appeal an admission decision by contacting, in writing, the THSSON Associate Dean of Graduate Programs. Applicants should include relevant information to be considered in the re-evaluation process. The Associate Dean will review the appeal and inform the applicant of the decision.

Inactive Status

Students who were previously enrolled in graduate courses, but who have not been in attendance within the last year (three consecutive semesters, 12 months) are classified as Inactive Students and must apply for readmission. When readmitted to a program of study, students will be required to complete the current program in place at the time of readmission.

Change of Program

A graduate student who wishes to transfer from one program to another must apply for readmission to the new program and be accepted. The application fee for readmission to the new program will be waived if it has been less than 12 months since the date of the original application.

Second Graduate Program

Students cannot be enrolled in two degree programs at the same time. A student who has completed one degree program must apply for readmission in order to begin a second degree program. The student must be admitted to the new program before enrolling in classes in the second program and the first program must be completed prior to beginning the second program.

Immunization Requirements

Students entering any unit of the University System of Georgia are required to provide official documentation of immunization prior to registration, although students attending UWG solely online may qualify for a term-by-term exemption. Students with questions about their immunization records should contact the Immunization Clerk in Health Services. Immunization requirements and recommendations for University System of Georgia students can be found at http://www.usg.edu/student_affairs/documents/ImmReqs.pdf.

Enrollment of Persons 62 Years of Age or Older

Georgia residents 62 years of age or older may enroll as regular students in courses offered for resident credit on a space available basis without payment of fees, except for supplies, technology, laboratory, or shop fees. Space available will be determined by the institution. Students enrolled for credit that elect to participate in the campus health pro-gram, student activities program, or to use the parking facilities may be required to pay the appropriate fees. Students must be residents of Georgia, 62 years of age or older at the time of registration, and they must present a birth certificate or comparable written documentation of age. A Certificate of Immunization is also required, although students at-tending UWG solely online may qualify for a term-by-term exemption. Applicants who wish to enroll under this program must meet the program admission requirements and file the online application for admission, although they are not required to pay the $40 admission fee.

Applicants should select that they wish to be part of the 62+ Program on the application and submit proof of age and Georgia residency (Georgia Driver's License or other official document showing age and residency). Other requirements for admission as listed elsewhere in the Admissions section of the catalog and the relevant graduate program apply.

Transient Student

A transient student is a "visiting" student who wishes to take course work at UWG for one semester and then return to his or her previously enrolled institution (referred to as the "home" institution). In addition to submitting a completed admission application and $40 application fee each time they wish to attend UWG, a transient student must also submit to the Office of Graduate and International Admissions a Transient Approval Letter from the Registrar or Dean of his or her "home" institution. This transient letter must state that the student is in good academic standing at the "home" institution. In case of doubt, the Director of Graduate and International Admissions may classify the applicant as a transfer applicant and require the applicant to comply with all transfer admission requirements.

Enrollment as a transient student is limited to one consecutive semester. A transient student wishing to continue enrollment at UWG as a degree seeking transfer student must reapply as a transfer degree seeking student and fulfill all transfer admission requirements. Application as a transfer student and all required transfer admission documents must be received by the application and document deadline dates. Transfer credit into graduate programs is limited and may not be permitted by all programs.

Since transient students are "visiting" students and not degree seeking UWG students, transient students are not eligible for financial assistance from UWG. Transient students must make financial assistance arrangements with their "home" institution.

Definition of a "Georgia Resident" for Purposes of Applying and Paying Fees

A student who is not a legal resident of the State of Georgia is charged out-of-state tuition. Hence, the determination of whether a student is classified in-state or out-of-state for tuition purposes is significant, and the applicant must indicate his or her classification on the application for admission. For more detailed information, see Regents' Policies Governing the Classification of Students.

Additionally, in accordance with Board of Regents Policy 4.3.4 Verification of Lawful Presence, all applicants who are accepted for admission or readmission to the institution for Fall 2011 or any academic semester thereafter, and who seek to be classified as in-state for tuition purposes, will be required to provide validation of residency and lawful presence in both the state of Georgia and the United States.

Graduate Admission Classification

A prospective student who plans to take course work beyond the baccalaureate degree must apply to the University and be admitted to a program under one of the following classifications:

Degree Admission

Students admitted to a program that leads to a graduate degree are classified as degree-seeking students. Degree-seeking students are placed into one of two categories.

1. Regular. Meets all requirements for admission and has been approved for admission by the graduate program and college/school in which he or she plans to study. See information in the Graduate Catalog about individual graduate programs for more details regarding admission.
2. Provisional Degree. Does not satisfy the full admission requirements to a degree program. Some programs allow Provisional Degree admission for an applicant who does not meet one or more of the standards required for admission as a Regular student or a UWG undergraduate-graduating senior (as explained in the section that follows after Non-Degree Admission). Provisional Degree admission is a temporary status that makes the applicant eligible for admittance under conditions specified at the time of admission by the Department Chair or Graduate Program Director and approved by the Director of Graduate Studies in the College or Tanner Health System School of Nursing. Provisional Degree status must be removed and Regular status achieved, per the conditions specified at the time of admission. Failure to meet the specified provisions shall result in dismissal from the program.

International students may not be admitted on a provisional basis.

Applicants are advised to communicate directly with the Department Chair or Graduate Program Director for more information, because some programs do not permit Provisional Degree admission. See information in the Graduate Studies Catalog about individual graduate programs for more details regarding Provisional Degree admission.

Non-Degree Admission

Students admitted under the non-degree category may earn credit in graduate courses without working toward a graduate degree. Some graduate programs permit students admitted in a non-degree category to later apply to a degree program. In this case, upon the advisor's recommendation and approval of the Graduate Program Director and Director of Graduate Studies in the College/School, non-degree graduate courses may be included in the program of study should the student gain readmission as a Regular or Provisional Degree student. Non-degree admission categories include the following:

1. Transient. An applicant in good standing at a regionally accredited institution may be accepted as a Transient student provided an approved transient letter or transient form is obtained from the Registrar or appropriate Dean of the "home" school (the school where the student is currently enrolled). Enrollment as a Transient student is limited to one consecutive semester. A Transient student wishing to continue enrollment at UWG as a degree seeking transfer student must reapply as a transfer degree seeking student and fulfill all transfer admission requirements. Application as a transfer student and all required transfer admission documents must be received by the application and document deadline dates. Transfer credit into graduate programs is limited and may not be permitted by all programs.

2. Enrichment. Individuals who wish to take courses for personal or professional improvement may apply under this category. Some programs may permit a student who has taken courses for enrichment to apply them to a graduate program, provided that the applicant applies for admission, meets all regular admission requirements, and is admitted to the program. In this case, no more than nine (9) semester credit hours earned in the Enrichment non-degree status may be applied to-ward a graduate degree, provided that the Graduate Program Director and Director of Graduate Studies in the college/school approve the credits for the graduate degree. Because admission under the Enrichment category is dependent on a number of variables such as the applicant having completed relevant pre-requisite courses, applicants should communicate directly with the department that offers the enrichment course of interest to determine admissibility under the Enrichment category.

3. Provisional Non-Degree. Does not satisfy the full admission requirements to a non-degree program. Some programs allow Provisional Non-Degree admission for an applicant who does not meet one or more of the standards required for admission as a UWG Certificate student or Educator Certification student. Provisional Non-Degree admission is a temporary status that makes the applicant eligible for admittance under conditions specified at the time of admission by the Department Chair or Graduate Program Director and approved by the Director of Graduate Studies in the college or Tanner Health System School of Nursing. Provisional Non-Degree status must be removed and UWG Certificate or Educator Certification admission status achieved, per the conditions specified at the time of admission. Applicants are advised to communicate directly with the Department Chair or Graduate Program Director for more information, because some programs do not permit Provisional Non-Degree admission. See information in the Graduate Studies Catalog about individual graduate programs for more details regarding Provisional Non-Degree admission.

4. Educator Certification (Teacher, Service, or Leadership for PK-12 schools). An applicant with a bachelor's degree who wants to earn teacher, service, or leader-ship certification through the Georgia Professional Standards Commission may, in some cases, be admitted as Educator Certification non-degree students and enroll in graduate courses. Note that admission in this category and completion of an educator certification program does not

guarantee subsequent admission to a graduate degree program, which is a separate process with different admission criteria. Due to the complex nature of educator certification requirements, which are regulated by the Georgia Professional Standards Commission, applicants should contact the College of Education to access up-to-date, detailed information. Applicants will be directed to the appropriate advisor, whether in the College of Education or another college. Students enrolled in this admission category are not eligible for graduate assistant positions.

5. UWG Certificate (not educator certification). Some departments offer certificate programs that may be associated with a degree program or independent of a degree program. Awarded by the University of West Georgia, these certificates differ from certifications awarded by the Georgia Professional Standards Commission for Georgia PK-12 educators. The student must apply through the Registrar's office for the certificate upon completion of all requirements. The following certificates can be earned at the University of West Georgia:

Department of Geosciences
- Geographic Information Systems

Department of History
- Museum Studies
- Public History

Department of Political Science and Planning
- Nonprofit Management and Community Development
- Public Management

Department of Psychology
- Integrative Health Studies Certificate

Department of Sociology
- Data Analysis and Evaluation Methods

Tanner Health System School of Nursing (Post Master's Certificates)
- Nurse Education
- Health Systems Leadership

Admission as a UWG Undergraduate-Graduating Senior

A UWG undergraduate senior within 6 hours of completing requirements for a bachelor's degree may be permitted to enroll in courses for graduate credit provided that he or she meets the following conditions.

1. The UWG student must obtain the permission of the Department Chair and Graduate Program Director that schedule and/or provide advising for the graduate course/s. Permission must also be given by the Dean of the college or school of the undergraduate major.

2. The UWG student is qualified for admission to graduate study except for the award of the undergraduate degree.

3. The UWG student registers for no more than nine (9) semester credit hours. For example, a student who needs six (6) hours to complete the baccalaureate degree could register for those six (6) undergraduate hours plus an additional three (3) hours of graduate credit. The graduate credit would apply to a graduate degree, essentially accelerating the student's completion of a master's degree after admission to a UWG master's program. Under no circumstances may a course be used for both graduate and undergraduate credit.

International Admissions

International/Permanent Resident Student

An *international applicant* is defined as an individual that is not a 'legally domiciled resident' of the United States and plans to pursue studies on an F-1 (student) or J-1 (exchange student) visa. A *permanent resident* is an applicant from another country who has obtained permanent residency in the United States (holds a "green card"). It is recommended that international students apply four (4) to six (6) months prior to the semester of desired enrollment.

UWG supports the concept of international education and welcomes applications from all students.

Please note the following requirements for international and permanent resident applicants:

International Beginning Freshman

All applicants, regardless of immigration status, whose native language is not English, must meet English language proficiency requirements. This requirement can be fulfilled by submitting results from one of the approved English Language Proficiency options listed below.

1. Students who identify as native English speakers are exempt from having to provide an English Language Proficiency document. Native speaking students will need to submit official scores from either the SAT or ACT academic examination. Minimum SAT/ACT score requirements for freshman or transfer freshman admission are:SAT Critical Reading-430 and SAT Math-410; ACT English-17, and ACT Math-17.It is the policy of the Office of Admissions to take a student's best Critical Reading/English and best math score should the student take the SAT or ACT more than once; however, SAT scores and ACT scores cannot be "mixed" in determining admission eligibility.

2. The University System of Georgia requires completion of a College Preparatory Curriculum from an accredited institution for Freshman admission. A student applying while in high school should have a transcript of work through the junior year sent to the Admissions Office at the time of application. Students completing secondary school must provide official copies of their transcripts to the University of West Georgia for evaluation. If this official copy is not in the English language, it must be accompanied by a certified translation to the English language. The University of West Georgia reserves the right to request for a formal Academic Credential Evaluation of transcripts/documents submitted to the University as part of a student's application. If requested, the student must provide an evaluation of secondary school credentials that has been completed by a service belonging to the National Association of Credential Evaluation Services (NACES).

3. All students, regardless of immigration status, are required to obtain a foreign credential evaluation of university/post-secondary education that is not awarded by a recognized institution holding United States accreditation. The student must provide an evaluation of these credentials that has been completed by a service belonging to the National Association of Credential Evaluation Services (NACES). University/Post-secondary education must include a course-by-course evaluation, and a GPA conversion.

4. International applicants, which require sponsorship for an F-1 or J-1 visa, must submit a copy of their passport and any previously issued United States visas as part of the application process.

5. International applicants, which require sponsorship for an F-1 or J-1 visa, must submit financial documentation indicating evidence of sufficient funds available for study at

UWG. These documents are not required to receive a decision on an application, but are required prior to the release of any documents needed for the visa application process.

International Transfer

Any international applicant who has completed a minimum of 45 quarter hours/30 semester hours of transferable work must submit an official copy of transcripts from all previously attended post-secondary institutions. If this institution is based internationally, and does not currently hold United States accreditation, the student must obtain an evaluation of these credentials that has been completed by a service belonging to the National Association of Credential Evaluation Services (NACES). University/Post-secondary education must include a course-by-course evaluation, and a GPA conversion.

1. Applicants must have a minimum cumulative grade point average of 2.0 in all transferable college work attempted. Students must also be in good social and academic standing at their former institutions.
2. Admission acceptance by the Office of International Student Admissions & Programs does not guarantee admission to a specific program or department.
3. Students are eligible to apply for transfer credit based on previously completed studies. Please see the University of West Georgia's transfer credit policy located in the "Transfer Student" policy.
4. International applicants, which require sponsorship for an F-1 or J-1 visa, must submit a copy of their passport and any previously issued United States visas as part of the application process.
5. International applicants, which require sponsorship for an F-1 or J-1 visa, must submit financial documentation indicating evidence of sufficient funds available for study at UWG. These documents are not required to receive a decision on an application, but are required prior to the release of any documents needed for the visa application process.

* English language proficiency requirements (submit 1 of the following):

- Official test results from the Test of English as a Foreign Language (TOEFL) with a minimum score of 193 computer-based, 523 paper-based, or 69 internet-based (www.toefl.org or 609-771-7100)
- Official test results from the "Academic" variant of the International English Language Testing System (IELTS) with a minimum score of 6.
- Official test results from the "Academic" variant of the Pearson Test of English (PTE) with a minimum score of 53.
- Official test results from the Cambridge Certificate of Advanced English (CAE) with a minimum score of 52.
- Official test result from the Cambridge Certificate of Proficiency in English (CPE) with a passing score.
- Official test score of the Michigan English Language Assessment Battery (MELAB) with a minimum score of 77.
- Official test results from the EIKEN Test in Practical English Proficiency (EIKEN) with a minimum score of Pre-1.
- A Georgia State Test of English Proficiency (GSTEP) recommendation for full academic admission, administered by Georgia State University (404-651-3650)
- Official certificate of successful completion of an Intensive English Program (IEP) offered by a university operated by the USG.

- A grade of "C" or better in a non-remedial, college level English course (English 1101 equivalent or higher level course) from an accredited college or university in the United States, Canada, United Kingdom, Australia, or New Zealand.
- Official score report from a Cambridge International Examination (CIE) or EdExcel IGCSE ("O" or "A" Level) English exam, with a minim score of D.
- Official score report from one of the five UK examination boards offering GCSE and GCE English exam, with a minimum score of C.
- Three (3) years (9th, 10th & 11th grade) of English as a second language (ESL) <u>and</u> a grade of "C" or higher in a College Preparatory Senior (12th grade) English at an accredited high school in the United States. Four years of ESL at an accredited high school in the United States does not fulfill English language proficiency requirements.
- Exemptions from the above requirements can be considered in circumstances when a student has completed their education in the English medium, upon the approval of International Student Admissions and Programs.

In order to attract international students, the University may waive all or a part of the non-resident portion of tuition for select undergraduate international applicants who meet certain academic criteria. Upon acceptance, an international student may apply for this waiver with the office of International Student Admissions and Program (ISAP). A limited number of waivers are available, and not all eligible international applicants will receive a waiver. Students awarded a waiver must maintain minimum requirements, including GPA, and apply for a renewal of the waiver for each academic year of their study.

Expenses

Business Policy

The University year is divided into two semesters of approximately fifteen weeks each and a summer semester of approximately eight weeks. Expenses are charged and payable by the semester since each semester constitutes a separate unit of operation. A student may enroll at the beginning of any semester.

Students are responsible for meeting all financial obligations to the University when they fall due. West Georgia reserves and exercises the right to deny admission, to withhold transcripts and other educational records, to cancel the enrollments of students, and to delay the graduation of students who fail to meet promptly their financial obligations to the institution. Each student is responsible for keeping informed of all registration and fee payment dates, deadlines, and other requirements by referring to the official calendar and announcements published in the course bulletin, students UWG email account, and other printed and posted announcements.

Students who fail to satisfy financial obligations in a timely manner will be referred to an outside collection agency and will be held responsible for any additional charges not to exceed 33.3% associated with the collection of an unpaid debt.

To insure that financial operation is in conformity with the policies of the Board of Re-gents, certain regulations must be observed. Fees and charges must be paid by the published deadlines. Fees and charges may be paid in cash, by MasterCard, Discover, American Express, VISA, or by check in the exact amount of the student's bill. If any check is not paid on presentation to the bank on which it is drawn, a service charge of $25 or 5%, whichever is greater, will be made. When one fee check or two non-fee checks have been returned by any student's bank without payment, his check cashing privileges will be suspended for a year. Registration at the beginning of each semester is not complete until all fees and charges have been paid. If a student's fee check is returned for non-payment by their bank, the registration is subject to cancellation and a late fee of $75 will be due in addition to a service charge of $25 or 5%, whichever is greater. In the event, a student's registration is cancelled and the student seeks the reinstatement of classes, a $200 fee will be assessed to the student and is due upon reinstatement along with all other charges on the student's account

Tuition and Other Student Fees

All students pay the established tuition and mandatory fees (e.g., health, athletic, technology, activity, campus center, transportation fees, and etc.) which are listed on the Bursar's website at http://www.westga.edu/bursar/index.php.

A few courses require special fees, such as private music lessons, aquatic, and science courses, and are listed at https://www.westga.edu/student-services/bursar/assets-bursar/docs/fy18_special_course_misc_fees.pdf. These fees are an estimation and are subject to change per Board of Regents.

Table of Charges

Registration at the beginning of each semester is not complete until all fees and charges have been paid, including for previous semesters. Fees and charges are due by the published deadlines. A late fee is charged beginning the day after new student registration. See the Bursar's site at https://www.westga.edu/student-services/bursar/assets-bursar/docs/fy18_graduate_students.pdf for graduate tuition and fees.

Additional Fee Requirements

Health Insurance Rates
All University System of Georgia institutions are required to participate in the Student Health Insurance Program (SHIP). Students are required to have insurance that meets the minimum standards. Students who are not covered by a policy held by a parent, spouse, company or organization on the approved waiver list (Organizations and Agencies Approved Waivers) or if the policy does not meet the minimum standards must purchase the USG SHIP policy. For more information, to include current rates, see the Student Health Insurance Program webpage at http://www.westga.edu/graposting.
For more information regarding the SHIP policy, please visit USG online at: http://www.usg.edu/student_affairs/students/frequently_asked_questions.

For more information regarding the insurance policy, please visit United Healthcare online at: https://www.uhcsr.com/westga.

Meal Plans
There are three convenient ways to sign up for a meal plan. You may sign up in person at the Wolves Card Office, located on the top floor of the University Community Center, via phone by calling 678-839-6525, or online through BanWeb.

Parking and Transportation
Students will pay a mandatory transportation fee each semester that is used to provide students with various parking and transportation services both on and off campus. After paying the transportation fee, students must register their vehicle and will receive a parking permit. Students have unlimited access to the continuous bus shuttles that operate Sunday through Friday. Students also have access to an apartment shuttle that services several neighboring apartment complexes. Parking and Transportation also operates a shopping shuttle that runs twice per week to bring students to and from local retail outlets.

Mail Services
UWG Mail Services manages all mailing needs for the University of West Georgia. This department is also a Contract Postal Unit through the United States Postal Service, extending customer service not only to the university, but to the general public as well. The friendly and knowledgeable staff of Mail Services is happy to help customers with all of their mailing needs.

Refunds
The refund amount for students who formally withdraw from the Institution shall be based on a pro rata percentage determined by the number of calendar days in the semester that the student completed along with the total number of calendar days in the semester. The unearned portion shall be refunded up to the 60% point in time. Students who withdraw after the 60% point in time are not entitled to a refund of charges. All refunds will be issued through the BankMobile Account. Students who are members of the Georgia National Guard or other reserve components of the Armed Forces who receive emergency orders to active military duty are entitled to a full refund of matriculation fees paid for that semester, in accordance with guidelines previously listed.

For Financial Aid recipients, in order to meet Federal regulations, all refunds are credited back to the Federal Title IV programs, state programs, private, and institutional programs in the following order: Direct Stafford Loans, Federal Perkins Loans, Direct PLUS Loans, Federal Pell Grants, Federal SEOG, and other Title IV assistance, state, private, or institutional aid. Any refund remaining after these programs have been reimbursed goes to the student. All refunds will be issued via the student's UWG BankMobile Account.

Tuition Classification of Students as In-State and Out-of-State

All applicants who are accepted for admission or readmission to the University of West Georgia for Fall, 2011, or any academic semester thereafter, and who seek to be classified as in-state for tuition purposes, will be required to provide validation of residency and lawful presence in both the State of Georgia and the United States.

The University System of Georgia allows students who have been admitted to the University of West Georgia as out-of-state for tuition purposes, to apply for in-state status through various tuition differential waivers. For more information, see the Registrar's site at

https://www.westga.edu/registrar/tuitionclassification.php.

Extended Learning

Melanie Clay, Executive Director and Dean, USG eCorehttp://www.westga.edu/exlearn
678-839-6248
The Office of Extended Learning has responsibility for the administration of the Distance and
Distributed Education (UWG Online), Continuing Education, and USG eCampus.

UWG Online/Distance Education

The University offers credit classes and degree programs to students at times and locations outside
of the traditional classroom. The University of West Georgia was one of the first institutions in the
University System of Georgia to offer partially, fully, or entirely at a distance credit course, courses
which utilize the Internet to deliver course materials and assignments, and to facilitate discussion
and other appropriate interactions. Distance Learning credit offerings are currently delivered
partially, fully or entirely at a distance, through two-way live videoconferencing, or through a
combination of these technologies. They are primarily delivered online through CourseDen
(http://westga.view.usg.edu). Online degree offerings, services and information for online students,
and additional details are available at UWG Online (http://uwgonline.westga.edu).
 By providing support for fully online and partially online courses and programs, UWG Online
makes higher education a possibility for those who face obstacles to taking undergraduate or
graduate courses in a traditional face-to-face classroom setting. UWG seeks to extend the ability to
earn credit toward a degree or certification program to those whose life circumstances, such as
work, family, or geographic location, make attending face-to-face, traditional classes
impractical. Through distance learning (online learning), students can attend class whenever and
wherever is convenient to them, with just the use of a computer and an internet connection. UWG
was one of the first public schools in the state to offer online classes in 1997. Today, our diverse
student population is spread across the country and around the world.

Our online courses are web-based and allow students to interact with the instructor and other
students through discussion boards, email, and other various online tools. Course notes,
assignments, projects and grades are delivered using an online course management tool referred to
as CourseDen (Brightspace powered by Desire2Learn). Some courses incorporate live sessions
through two-way live videoconferencing technologies or other synchronous technologies.

Many of our online courses are fully online and do not require students to travel to our campus or
other instructional site. However, some courses may be only partially online and may require you
to travel to the main campus or other site for an orientation, exams, or meetings. Be sure to check
the 'instructional method' listed beside each course section in Banweb (the public course bulletin).
Some instructors may require students to take proctored exams which can be taken at any approved
testing center worldwide. Additional proctored testing site fees may apply and tuition rates may be
different. Review the special instructions noted in the online course bulletin and reference your bill
carefully.

Online learning generally provides considerable freedom, allowing students to often choose when
and where they'll participate in class activities. But at the same time, UWG Online courses are not
typically independent study or self-paced courses where students work by themselves or at their
own pace. Each course has a syllabus and schedule to follow. Instructors specify the content to be
covered in the course, dates for exams and quizzes, individual and group assignments, and other

activities that students must complete by a particular date. Student who do not login and participate by the initial participation deadline may be dropped for non-participation.

Online offerings:

UWG offers many online degree programs and courses at the graduate and certificate levels. Online degree offerings, services and information for online students, and additional details are available at UWG Online (http://uwgonline.westga.edu).

A primary function of UWG Online/Distance and Distributed Education Center is to provide support services and training for faculty members and students participating in these courses. The Center also provides opportunities for collaboration and research for those who manage and administer Distance and Distributed Education programs throughout the nation through its online academic journal, its online non-credit certificate program, and its annual conference. For more information about Distance or Distributed Education (UWG Online), please visit the Honors House, telephone 678-839-6248, or visit http://uwgonline.westga.edu

For a complete description of student services, see the UWG Online Student Guide at: http://uwgonline.westga.edu/online-student-guide.php

Admission
Credit programs require admission to the University of West Georgia before registration for classes. Interested individuals can apply online at http://www.westga.edu/gradstudies (see "Getting Started").

Registration
A schedule of registration dates is available in the Registrar's Office and also online. Before registering, see http://banweb.westga.edu, paying special attention to the instructional method and any requirements for on-campus meetings.

Expenses
All fees and charges for registration are due and payable at the beginning of each semester for new students. For continuing students, fees are due at specified dates prior to classes beginning for the semester in which you were accepted. Consult the Tuition, Fees, and Charges menu on the Bursar's office website.
Individuals on a company employee education plan must present completed papers of authorization at registration. Students who have applied for or who are receiving Veterans Administration benefits should be prepared to pay all fees and charges when they register.

Registration at the beginning of each semester is not complete until all fees and charges have been paid.

UWG Newnan Center
The Board of Regents approved and established a University of West Georgia off-campus center in Newnan, GA, in August 1988. The University began offering courses in the Georgia Power Company's Shenandoah Environment & Education Center in 1990. In 1998, Coweta County

purchased the Shenandoah Center from Georgia Power as a permanent location for the University's exclusive use. In 2009, the Shenandoah Center was presented as a gift from Coweta County to the University System of Georgia Board of Regents and the University of West Georgia. The University utilized this site in the Shenandoah Industrial Park for 25 years.

In the summer of 2015, UWG Newnan relocated to 80 Jackson Street in downtown Newnan into the historic Newnan Hospital which was renovated for University use. The $15M project was spearheaded by the City of Newnan in collaboration with Newnan Hospital, Inc., the University of West Georgia, USG Board of Regents, and Coweta County Commission. The new building includes a 120-seat lecture hall, classrooms, computer labs, science labs, seminar rooms, study areas, and nursing skills and simulation labs.

 UWG offers the following graduate degrees in Newnan: Master of Business Administration and the Ed.S. in Educational Leadership.

Admission

The requirements for admission to UWG Newnan are the same as admission to the University. Graduate students should see the Admissions section of this catalog for admission requirements for Graduate Studies and the particular requirement of the degree program for which they are applying. The catalogs and applications are available online.

Registration

The course schedule for UWG Newnan is viewable on the University's class bulletin each semester. Links to the Newnan section of the class bulletin can be found on the Center's website (www.westga.edu/newnan). Registration for UWG Newnan courses is conducted in the same way as for courses on the main campus. Students may register on Banweb during scheduled registration time. For more information, visit the Registrar's website (www.westga.edu/registrar).

Test Proctoring

UWG Newnan is a test proctoring site for eCore classes, UWG Online, and for online courses from other universities. For more information, visit the Test Proctoring page on the UWG Newnan website (https://www.westga.edu/newnan/test-proctoring.php).

General Academic Policies

Registration
Registration dates are available online in The Scoop.

Academic Honor
At West Georgia, students are expected to achieve and maintain the highest standards of academic honesty and excellence. Not only does academic honesty preserve the integrity of both the student and the institution, but it is also essential in gaining a true education. The West Georgia student, therefore, pledges not to lie, cheat, plagiarize, or steal in the pursuit of his or her studies and is encouraged to report those who do. See the UWG Connection and Student Handbook, www.westga.edu/handbook, Appendix E, Procedure for Appeals of Grade Determination and Academic Dishonesty.

Academic Standards

General Academic Standards
Graduate students must maintain a cumulative grade point average (GPA) of 3.0 or higher to remain in Good Academic Standing. The cumulative GPA of 3.0 also applies to undergraduate courses which are sometimes taken during a student's graduate program. Students must be in Good Academic Standing to be eligible for graduation and admission to Doctoral Candidacy.

Grading System
The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F. The quality of work for a dissertation, thesis, practicum, and/or internship is indicated by the grades of S (Satisfactory) and U (Unsatisfactory). The grade of IP (In Progress) is reserved for courses that require a continuation of work beyond the term for which the student enrolled in the course. IP is approved for dissertation and thesis hours and project courses.
Other grades which may be used in graduate programs include I (Incomplete), W (Withdrew without Penalty), WF (Withdrew, Failing), WM (Withdrew for Military Service), and V (Audited).

Grades of F, U, I, W, WF, WM, and V will not be accepted toward the program of study in any graduate program. Some departments and programs will not accept C's as part of a graduate plan of study. See the College, Department, or Program-Specific Academic Standards following the section on Academic Dismissal for additional information.

Academic Standing
Graduate students are expected to maintain Good Academic Standing as they progress toward completing their programs. Students will be evaluated each term on the basis of the cumulative GPA. The academic standing of graduate students is classified as follows:
1. Good Academic Standing
2. Academic Probation
3. Academic Suspension
4. Academic Dismissal

Good Academic Standing
Good Academic Standing is defined for graduate students as a cumulative GPA of 3.0 or higher.

Academic Probation

A student whose cumulative GPA drops below 3.0 will begin the next term on Academic Probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation. One of three possible actions will be implemented for a student on Academic Probation at the end of each term of enrollment:
1. A student who earns a term GPA of 3.0 or higher and raises his or her cumulative GPA to 3.0 or higher will return to Good Academic Standing.
2. If a student's term GPA is 3.0 or higher, but the cumulative GPA remains below 3.0, he or she will remain on Academic Probation.
3. If a student earns a term GPA below 3.0 while on Academic Probation, regardless of the cumulative GPA, he or she will be suspended for one term.

Academic Suspension

A student on Academic Probation who earns a term GPA below 3.0 will be suspended from the University for one term. One term is defined as the Fall, Spring, or Summer term. The Summer term includes all sessions; thus, a suspended student is required to sit out all sessions that comprise the Summer term. An Academic Suspension Appeal may only be reviewed through a grade appeal or hardship withdrawal.

The student on Academic Suspension is not guaranteed the opportunity to return to the University. The suspended student must apply for reinstatement to return to the University and program after the one term absence. Reinstatement criteria are established by the college or school which houses the student's graduate program and are listed in the Reinstatement Procedures section which follows the College, Department, or Program-Specific Standards section of this policy.

If a student's request for reinstatement is approved, the student returns to the University on Academic Probation. One of three possible actions will be implemented for a reinstated student on

Academic Probation at the end of each term of enrollment:
1. A reinstated student who earns a term GPA of 3.0 or higher and raises his or her cumulative GPA to 3.0 or higher will return to Good Academic Standing.
2. If a reinstated student's term GPA is 3.0 or higher, but the cumulative GPA remains below 3.0, he or she will remain on Academic Probation.
3. If a reinstated student earns a term GPA below 3.0 while on Academic Probation, regardless of the cumulative GPA, he or she will be academically dismissed from the University.

Academic Dismissal

If a student's application for reinstatement following a term suspension is denied by the college or school which houses the student's graduate program, the student will be academically dismissed from the University.
A reinstated student on Academic Probation who earns a term GPA below 3.0 will be academically dismissed from the University.

An Academic Dismissal may only be reviewed through a grade appeal or hardship withdrawal.

College, Department, or Program-Specific Academic Standards

General Academic Standards apply to all graduate programs, which include both degree and certification programs. Some colleges/school, departments, or programs have additional and/or different academic standards which govern a student's progress toward program completion. Additional and/or different college/school, department, or program-specific academic standards are listed in this section.

College of Arts and Humanities

Good Academic Standing for a student enrolled in a Non-Degree Initial Certification Program for teacher certification (Art, Foreign Languages, Music) is defined as a cumulative GPA of 2.7 or higher.

The following programs do not accept letter grades of C as part of a program of study in the College of Arts and Humanities. A student will be dismissed from the program if he or she earns two C's or one F.

- M.A. in English
- M.A. in History
- Certificate in Museum Studies
- Certificate in Public History

College of Education

Good Academic Standing for a student enrolled in a Non-Degree Initial Certification Program for teacher certification is defined as a cumulative GPA of 2.7 or higher.

Any graduate level student earning a grade of F or WF, regardless of his/her academic standing, will be suspended from the program.

College of Science and Mathematics

The following information applies to the M.S. in Applied Computer Science program.

1. Students earning a second grade of C or one F or one WF or one U will be dismissed.
2. Only one C in all courses can be applied toward the degree.
3. Students must complete:
   1. CS 6910 (Project I) by earning a grade of "S"
   2. CS 6920 (Project II) by earning a grade of "S" and participate in an exit interview with computer science graduate faculty

College of Social Sciences

A student will be dismissed from the following programs if he or she earns two C's or one F.

- M.A. in Psychology
- M.A. in Sociology
- Ph.D. in Psychology: Consciousness and Society

Richards College of Business

Unless specifically stated by the individually listed program no requirements beyond the General Academic Standards are applicable to Richards College of Business graduate programs.

Tanner Health System School of Nursing

A minimum grade of B is required in all courses in the Master of Science in Nursing (MSN) & Doctorate in Nursing Education (EdD) programs. Students who earn a grade of C, WF, or U in any two courses, or who earn an F in any one course, will be dismissed from the program. Students who earn a C, WF, or U may repeat that course one time only.

Reinstatement Procedures

If a student is suspended from a graduate program for academic reasons, he or she may apply for reinstatement after an absence of one term. Reinstatement is not guaranteed. Because each college or school follows slightly different reinstatement procedures, the student should follow the procedures for the college or school which houses his or her graduate program.

College of Arts and Humanities

1. The student should submit a letter to the Dean of the College of Arts and Humanities indicating the justification for reinstatement.
2. The Dean will solicit the advice and recommendation of the appropriate academic unit and will review the materials submitted.
3. Upon positive recommendation from the Dean of the College of Arts and Humanities, the student will be reinstated and allowed to continue his or her coursework, with any provisions established in conjunction with the department.

College of Education

1. The student may apply for reinstatement by submitting a written letter of request to the COE Graduate Studies Office. The letter of request should clearly address the following two questions:
   a) What were the factors that contributed to your failure to maintain good academic standing?
   b) If reinstated, what is your plan to address those contributing circumstances and ensure academic success?
2. The COE Graduate Studies Office will determine if the student will be able to graduate with a 3.0 using the courses that the student has remaining. Once determined, the COE Graduate Studies Office will consult with the chair and/or the graduate faculty of the department and a final decision with regard to the reinstatement will be made. Reinstatement must be approved three weeks before the first day of classes of the term of reinstatement.
3. The COE Graduate Studies Office will inform the student of the decision in writing.

College of Science and Mathematics

M.S. in Applied Computer Science
1. The student should submit a letter to the Chair of the Department of Computer Science indicating justification for reinstatement.
2. The Department Chair, in consultation with the graduate faculty of the department, will make the final decision in regard to the reinstatement.
3. In the event the student is reinstated, the student will be allowed to continue his or her coursework, subject to the prevailing course schedule and all provisions established by the Department Chair

M.S. in Biology
M.S. in Mathematics
1. The student should submit a letter to the Graduate Studies Program Director indicating justification for reinstatement.
2. The Graduate Studies Program Director will solicit the advice and recommendation of the department and will review the materials submitted.
3. Upon positive recommendation from the Graduate Studies Program Director, the student will be reinstated and allowed to continue his or her coursework, with any provisions established in conjunction with the department.

College of Social Sciences

1. The student should submit a letter to the Dean of the college indicating justification for reinstatement.

2. The Dean will solicit the advice and recommendation of the appropriate academic unit and will review the materials submitted.
3. Upon positive recommendation from the Director of Graduate Studies, the student will be reinstated and allowed to continue his or her coursework, with any provisions established in conjunction with the department.

Richards College of Business

1. The student should submit a letter to the Dean indicating justification for reinstatement.
2. The Dean may solicit the advice and recommendation of other appropriate academic unit(s) and will review the materials submitted.
3. Upon a positive recommendation from the Dean or their designate the student will be reinstated and allowed to continue his or her coursework with potential additional provisions.

Tanner Health System School of Nursing

1. The student should submit a letter to the THS SON Associate Dean of Graduate Studies indicating justification for reinstatement.
2. The THS SON Associate Dean of Graduate Studies and the graduate faculty will review the submitted materials.
3. Upon positive recommendation from the Associate Dean and Graduate Faculty Committee, the student will be reinstated and allowed to continue his or her coursework, with any established THS SON provisions.

Change of Program

A graduate student who wishes to transfer from one program to another must apply for admission to the new program and be accepted.

Class Absence

Instruction begins the first day of class. In face-to-face courses, if students fail to attend the first day and have not contacted the instructor to explain their absence, they may be dropped during the Drop/Add Period to make room for other students.

In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to log in to the online course-delivery system by a specified date, or to take other specified steps at the beginning of the session.

For those courses that meet for the first time after the end of the Drop/Add Period, see Faculty Handbook Section 204.

Class attendance policies are determined by each instructor for his or her courses and may be found in the syllabus. Since course policies differ, students are responsible for understanding attendance requirements for each course. Failure to comply with those requirements may significantly affect grades.

Students are expected to attend each class meeting. Students absent from class while officially representing the University or observing religious holidays should generally not be penalized in the

calculation of final grades, as long as they provide advance notice and expeditiously make arrangements to complete any missed work.

University-sponsored activities include but are not limited to the following: intercollegiate athletic competitions; musical/theatrical/art performances or exhibitions associated with a degree program; debate competitions; and research conferences. Activities not considered to be university-sponsored include participation in clubs, even if they are affiliated with UWG, or events associated with social organizations such as fraternities or sororities.

Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose. Make-up is at the discretion of the instructor.

Any student who must be absent for more than one week of class should notify the Patient Advocates in Health Services, telephone 678-839-6452. The student should also notify the instructor or department.

Course Requirements for Program Completion

Although Academic Advisors provide guidance, it is the student's responsibility to complete all requirements published in his or her published Program of Study. Any exception to the published Program of Study must be authorized in writing by the College/School Director of Graduate Studies and Graduate Program Director.

Courses with 4000/5000 numbers can be used by undergraduates or graduates. Graduate students enrolled in 4000/5000 courses must complete assignments that place greater cognitive demands on them than what would be expected of undergraduates. At least half of the courses in a Program of Study for a master's degree student must be chosen from 6000 level courses. Specialist and doctoral students may need the permission of their Graduate Program Director and Academic Advisor to take 6000 level courses.

Family Educational Rights and Privacy Act (FERPA) and Applicant Records

Notification of Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within forty-five days of the day that the University receives the request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the Registrar, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person whether volunteering for or employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the Institute has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the United States Department of Education concerning alleged failures by the University of West Georgia to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605

Applicant Records
Access to applicant records is strictly controlled and governed by University policy. These records are treated as confidential.

Annual Notice of Directory Information Contents
"Directory Information" is information not generally considered harmful or an invasion of privacy if disclosed. It will be available for release unless a student specifically requests that the information not be released. This request must be submitted in writing to the Registrar's Office by September 15 annually.
The University of West Georgia considers the following information to be directory information:

1. Name
2. Address
3. Telephone Number
4. Major Field of Study
5. Dates of Attendance
6. Previous Institutions Attended
7. Degrees and Awards Received
8. Participation in Officially Recognized Activities and Sports
9. Height and Weight of Members of Athletic Teams
10. Photograph
11. Full- or Part-Time Status

Grade Appeals

Students have the right to appeal a course grade. Grade appeals must be submitted in writing, using the UWG Student Grade Appeal Form found on the Registrar's website at https://www.westga.edu/student-services/registrar/forms.php and following the procedures outlined below. All grade appeals, regardless of their nature, shall be initiated no later than the semester following the assignment of the grade and concluded no later than one year (12 calendar months) after the assignment of the grade. There are two types of grade appeals:

1. Dishonesty Grade Appeal - If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes

to pursue the appeal, his or her case should be considered a Dishonesty Grade Appeal. Appeals of grades assigned due to an allegation of Academic Dishonesty may be made as soon as a grade penalty on the grounds of academic dishonesty has been levied against a student.

2. Grade Determination Appeal - If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal. Grade determination appeals must be initiated no later than the semester immediately following the semester in which the course grade is assigned.

Grade Appeal Review and Decision Process

Student Initiates the Grade Appeal: The student must complete and sign the Student Grade Appeal Form, attach a short memo or letter stating the exact nature of the appeal and reason, attach any supporting documentation, and submit the entire packet to the Department Chair of the department in which the course is taught.

1. Department Level: The Chair consults with the student and with the faculty member and determines whether the appeal is a Dishonesty Grade Appeal or Grade Determination Appeal.
    a) The Chair examines the available evidence and renders a decision: Either grant the appeal and change the grade, or deny the appeal. The Chair notifies the student of his/her decision.
    b) If the appeal is granted, the Chair submits the grade change in writing to the Registrar and notifies the student that the appeal is granted.
    c) If the appeal is denied, the student may accept the Chair's decision and end the appeal process, or s/he may request that the appeal and all associated documentation be forwarded to the Dean's office (dean or designee) for further review.

2. College Dean Level: The Chair forwards the appeal to the Dean/designee. The appeal packet should include the Student Grade Appeal Form (complete information, decision indicated, and signatures/initials from both the student and the Chair) and all associated documentation provided by the student and the faculty member, along with a brief statement from the Chair regarding her/his decision.
    a) The Dean/designee reviews the appeal and all associated documentation and available evidence and renders a decision: Either grant the appeal and change the grade, or deny the appeal.
    b) The Dean's Office notifies the student of his/her decision.
    c) If the appeal is granted, the Dean's Office submits the grade change in writing to the Registrar.
    d) If the appeal is denied, the student may accept the decision and end the appeal process, or s/he may request that the appeal and all associated documentation be forwarded to the Provost's office for submission to the Grade Appeals Subcommittee.

3. Grade Appeals Subcommittee Level: An appeal forwarded to the Provost's office for referral to the Grade Appeals Subcommittee should include the Student Grade Appeal Form (complete information, decisions indicated, and signatures/initials from the student, Chair, and Dean/designee), documentation, and decision statements from the previous levels.
    a) The subcommittee's review purpose is described here:

      i.   Dishonesty Grade Appeals: The purpose of the subcommittee in hearing this type of appeal is to (1) determine if academic improprieties did take place and (2) to review the appropriateness of the faculty member's corrective action as it related to the final grade assignment.

      ii.   Grade Determination Appeals: The purpose of the subcommittee in hearing this type of appeal is to review the totality of the student's performance in relationship to his or her final grade.

  b)   The chairperson of the subcommittee will submit in writing to the Provost/designee the conclusions and recommendations of the subcommittee.

      i.   If the appeal is granted, the Provost's office submits the grade change in writing to the Registrar and notifies the student that the appeal is granted.

      ii.   If the decision of the subcommittee is to return the appeal to the department for further action, it is the responsibility of the Department Chair to follow through with the instructions of the subcommittee. The Provost/designee notifies the student that the appeal was returned to the department for further action. After reexamining the student's performance, the Department Chair notifies the student of the final grade and notifies the Registrar of a grade change, if warranted.

      iii.   If the appeal is denied, the student is notified of the subcommittee's decision.

  c)   c. In unusual circumstances, the Provost/designee may review the decision of the subcommittee for further action (e.g., judicial sanctions).

Fairness and Procedural Safeguards Governing Cases of Academic Dishonesty

In order to guarantee fairness and proper procedural safeguards for all concerned, the subcommittee shall be guided by the following procedures:

1. The subcommittee will hear a case only if the student has exhausted all administrative remedies through the appropriate department chair and his or her college dean
2. The subcommittee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
3. The burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.
4. The student appearing before the committee shall have the right to be assisted by an advisor of his or her choice.
5. During the hearing the student shall have the opportunity to testify and to present evidence and witnesses own his or her behalf. He or she shall have opportunity to hear and question adverse witnesses. In no case shall the subcommittee consider statements against a student unless the student has been given an opportunity to rebut unfavorable inferences that might otherwise be drawn.
6. All matters upon which a decision will be based must be introduced at the proceeding before the subcommittee. Any conclusions drawn by the subcommittee shall be based solely upon such evidence.

7. In the absence of a transcript, an audio recording of the hearing shall be made.
8. Appellants who fail to appear after proper notice will have their cases heard in absentia.
9. The chairperson of the subcommittee will submit in writing to the Provost/designee the conclusions and recommendations of the subcommittee.
10. Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, Board of Regents Policy Manual, at http://www.usg.edu/policymanual/section4/policy/C333/#p4.7.1_student_appeals)

Fairness and Procedural Safeguards Governing Grade Determination Appeals

In order to guarantee fairness and proper procedural safeguards for all concerned, the subcommittee shall be guided by the following procedures:

1. The subcommittee will hear the case only if the student has exhausted all administrative remedies through the appropriate department chair and his or her college dean.
2. The subcommittee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
3. The burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.
4. Both the student and faculty member shall be given an opportunity to present his or her case and to refute the case presented by the other.
5. All matters upon which a recommendation will be based must be introduced during the hearing before the Subcommittee. Recommendations shall be based solely upon such evidence.
6. Appellants who fail to appear after proper notice will have their cases heard in absentia.
7. The chairperson of the subcommittee will submit in writing to the Provost/designee the conclusions and recommendations of the subcommittee.

Grading System for Graduate Students

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A - Superior Scholarship (4.00)
B - Average Performance (3.00)
C - Below Average Performance (2.00)
F - Failure (0.00)
Thesis/Dissertation Grading: Thesis and dissertation hours are graded with an S (satisfactory) or U (unsatisfactory). Some programs award a letter grade during the last semester when the thesis or dissertation is successfully defended.

Grades of F, I, U, V, W, WF, and WM will not be accepted toward the program of study in any graduate program, whereas grades of C may be accepted in some programs. See the college, department, or program-specific academic standards in the Graduate Academic Standards policy for additional information.

Students who withdraw from a course after the W deadline receive a WF for the course. The WF counts as an F in the calculation of the grade point average. The institution grade point average is calculated by dividing the number of hours scheduled in courses attempted in which a grade of A, B, C, F, or WF was received into the number of grade points earned on those hours scheduled.

The following symbols are approved by the Georgia Board of Regents for use in the cases indicated, but will not be included in the determination of the grade point average.

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. An "I" must be removed by the completion of work within one calendar year or the "I" will become an "F". The F grade will be calculated into the grade point average.

K
This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective institution's faculty (CLEP, AP, Proficiency, etc.). "K" credit may be provided for a course the student has previously audited if the institutional procedures for credit by examination are followed.

S
This symbol indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation hours, thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

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 hours, thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

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.

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 appropriate official of the respective institution.

WM
This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds, as noted in Section 7.3.5.3 of this Policy Manual. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

Graduate Course Loads
Maximum Course Load for all Graduate Students
Graduate students who do not hold one of the three types of assistantships may register for 12 credit hours without permission. Graduate students who want to take an overload, defined as more than 12 credit hours, must obtain permission from the Director of their graduate program and from the Director of Graduate Studies (or Dean) for their college or school. Some programs may require additional levels of approval.

Expectations for the maximum course load apply to graduate students who take a mix of graduate and undergraduate courses in one semester, as well. Although some graduate degree and non-degree programs require graduate students to take undergraduate courses, students are considered graduate students.

Graduate Course Loads for Financial Aid Eligibility

To be eligible for Federal Student Aid (FSA), a graduate student must be enrolled at least half time. To be enrolled half time, a student must be taking at least half the course load of a full-time student. Full-time enrollment for a graduate student is 9 credit hours and half-time enrollment is 5 credit hours. These minimum enrollments apply consistently across all terms: Fall, Spring, and Summer.

	Fall	Spring	Summer
Full-Time	9	9	9
Half Time	5	5	5

Graduate Course Loads for Graduate Assistantship Eligibility

Graduate Assistantships are classified by function or purpose and include Graduate Assistantships (GAs), Graduate Research Assistantships (GRAs), and Graduate Teaching Assistantships (GTAs). GAs, GRAs, and GTAs must register for and earn 9 semester credit hours, or the equivalent, to be eligible for a Graduate Assistantship for the Fall or Spring terms. During the Summer term, the minimum enrollment is 6 semester credit hours.

	Fall	Spring	Summer
Minimum Required Enrollment	9	9	6

Graduation

A student with a minimum 3.0 overall grade point average and who has met all requirements of the Program of Study must submit an application for the degree with the Registrar's Office the semester prior to the semester of graduation. No student will be issued a diploma or academic transcript if in default of payment due to the University.

The graduation application and $40 (per degree) non-refundable application fee can be deferred up to one year from the initial term of scheduled graduation. If the student does not graduate within one year of the original scheduled graduation date, the student must reapply for graduation and pay the $40 (per degree) application fee again.

Hardship Withdrawal

A Hardship Withdrawal is an exception that permits a student to withdraw from all courses after the official Drop/Add period. It is intended for the student who has experienced an acute, traumatic event that prevents him/her from completing the semester. That same event also makes it impossible for the student to take an Incomplete and finish the work the next semester. Thus, the Hardship Withdrawal is based on unusual or emergency circumstances beyond the student's control. Such circumstances are categorized as follows:

Physical

Examples include bodily injury or invasive surgery resulting in prolonged absences from class, or unexpected physical disability preventing completion of course work. Necessary documentation to support such claims would include a physician's report, including name, address, phone, nature of illness or accidents, dates of treatment, prognosis, and recommendation.

Psychological

Examples include extreme mental duress suffered from traumatic experiences, of the severity and frequency to prevent completion of course work. Necessary documentation to support such claims would include a memo from a Counseling Center counselor that includes dates of treatment and a clear recommendation of whether a hardship withdrawal be given.

Personal

Examples include significant change in financial status or personal tragedy such as the death of a loved one or domestic disruptions, to the degree to prevent completion of coursework. Necessary documentation to support such claims might include copy of divorce papers, financial statements, police reports, obituaries, or other pertinent documents.

The following list is illustrative of invalid reasons for a hardship withdrawal. A request using these reasons will not be approved.

- Poor performance in one or more courses
- Registration for the wrong course
- Preference for a different professor or class section
- Failure to drop course during the drop/add period
- Failure to withdraw by the published deadline using normal procedures

Under what conditions may a "Request for Hardship Withdrawal" be approved?

A Hardship Withdrawal is intended as relief for extreme circumstances and is granted only in special instances. The following conditions apply:

- Students may request a hardship withdrawal after the official Drop/Add period published in the semester term calendar until the Friday immediately prior to the final week of the term. Hardship Withdrawals requested after the Friday immediately prior to the final week of the term will be treated as a Retroactive Hardship Withdrawal.
  - o Retroactive Hardship Withdrawals will not be approved if the student has completed all course requirements such as a final examination and/or a final project.
  - o Retroactive Hardship Withdrawals will not be approved for terms occurring more than six months prior to the time the request is made.
- The student must withdraw from all classes during the current term, and may not select only certain classes from which to withdraw.
  - o Under unusual circumstances, a student may be granted a hardship withdrawal from only one class, while being allowed to remain in others.
  - o An example of unusual circumstances would be a student who is passing an applied piano course and injures a finger, thus being unable to play the piano the rest of the semester. A student would be allowed to complete other courses being taken concurrently.
- The student should follow Steps 1-6 below, with emphasis on providing documented evidence in support of the claims warranting the request.

Steps for Requesting a Hardship Withdrawal

In steps 1-6 below, the Dean may designate an Associate Dean to act on his/her authority. The Provost and Vice President for Academic Affairs may designate the Associate Vice President for Academic Affairs to act on his/her authority.

1. The student completes the "Request for Hardship Withdrawal" form found online at https://www.westga.edu/administration/vpaa/faculty-resources.php. The student should be prepared to provide documented evidence to substantiate the hardship being claimed.

2. The student submits the completed Request for Hardship Withdrawal form and documented evidence to Health Services (HS) or the Counseling Center.

3. The HS or Counseling Center professional staff will interview the student, review the documented evidence, and recommend to support or not support the request for Hardship Withdrawal. HS or Counseling Center professional staff will send the request form and a letter, which explains the recommendation, as a confidential document to the appropriate unit within Academic Affairs. HS or Counseling Center professional staff will retain the documented evidence in their confidential files. The form and letter will be sent to the Dean (or Dean's designate) of the College that houses the student's program.

4. The Dean has the final authority to approve the Request for Hardship Withdrawal.
   o If the Dean approves the request, the student will receive a W for each course.
   o The Dean's Office will notify the Registrar of the grade change/s to W.
   o The Dean's Office will notify the student that the request was approved.

5. If the Dean does not approve the request, the Dean's Office will notify the student of the denial.
   o The student may request a review by the Provost and Vice President for Academic Affairs or designee.
   o The Dean will forward the form and letter to the Provost upon receiving notification from the student that s/he intends to appeal. It is the student's responsibility to notify the Dean that s/he intends to request a review.

6. The Provost and Vice President for Academic Affairs or designee has the final authority to grant the appeal for the Request for Hardship Withdrawal.
   o The Provost will grant or deny the appeal. If granted, the Provost's Office will notify the Registrar of the grade change/s to W.
   o The Provost's Office will notify the student that the appeal was granted or denied.
   o

Students should be aware of the following three points when a hardship withdrawal is approved:

- A hardship withdrawal does not remove courses from the academic record. Course grades are converted to W's for the hardship withdrawal semester.
- The W grades do not count against the overall grade point average.
- The W grades trigger a Financial Aid Warning, because none of the courses in the hardship withdrawal semester is completed. See the Satisfactory Academic Progress Policy for financial aid eligibility at https://www.westga.edu/student-services/finalcialaid/satisfactory-academicprogress.php for more information.

Institutional Review Board (IRB)

Any research involving human subjects, whether funded internally or from extramural sources, or not funded, that is undertaken by UWG faculty, academic staff or students, supported by or conducted at the University of West Georgia, must be reviewed and approved by the IRB prior to soliciting subjects or collecting any data from any human subjects. The IRB defines research as a

systematic investigation (i.e. having or involving a system, method, or plan) conducted to develop or contribute to generalizable knowledge about the human experience. It is understood that such research may be disseminated by publication or in a public or professional forum.

Many graduate student thesis and dissertation projects fall under IRB oversight. For these projects the graduate student will serve as the Principal Investigator (PI) and must have a Faculty Advisor listed on the IRB applications. The PI will ensure that the PI and the Faculty Advisor have completed CITI training prior to submitting the IRB application materials. For any research involving human subjects, the PI will submit the protocol for IRB review prior to beginning any work on the project and before contacting any human subjects. Any proposed changes to approved protocol will be immediately sent to the IRB for review prior to implementing any changes. Additional information about the IRB process at UWG may be found at https://www.westga.edu/academics/research/orsp/irb.php.

Registration for Thesis or Dissertation Hours

A graduate student who is working on a thesis or dissertation must register for Thesis or Dissertation Hours each semester. Graduate programs that offer variable hours of credit for Thesis or Dissertation Hours should guide Advisors and their students to register for the number of hours of research which is consistent with a realistic appraisal of the amount of work to be done on the thesis or dissertation, as well as the amount of faculty involvement and use of university resources required. A realistic accounting for graduate student credit hours helps support quality graduate programs.

Responsible Conduct of Research

It is the guiding principle of the University of West Georgia to maintain the highest standards of research and scholarship integrity regardless of the source of funding for that research or scholarship, or the type of research or scholarship being conducted. The University of West Georgia complies with guidance issued by the federal Office of Research Integrity by promoting ethical conduct in academic research and scholarship and all aspects of the research enterprise. Read the complete UWG policy at https://www.westga.edu/academics/research/orsp/compliance.php.

Time Limits to Complete a Graduate Degree
- The Ed.D. in Nursing Education Program must be completed within seven years.
- Degree programs in the College of Education must be completed within seven years.
- The Ph.D. in Psychology: Consciousness and Society program must be completed within eight years.
- The M.S. in Applied Computer Science program must be completed within three years.
- All other graduate degree programs must be completed within six years.

It is expected that a student will complete the degree program with reasonable continuity. A student called into military service or a student with extraordinary circumstances may apply for an extension of time. The student should submit the Degree Time Limit Extension Form and a letter of appeal to the director of his/her graduate degree program. The time limit exception must be approved by both the Program Director and Director of Graduate Studies in the college or school.

Technology Access

The University of West Georgia requires all students to have ready access to a computer as students will be expected to use a computer for coursework. For more details on what is recommended, see https://www.westga.edu/its/sits/new-students-faq.php.

Transfer Credit

A maximum of 6 semester credit hours of graduate credit, unless otherwise allowed, may be transferred from another accredited institution, subject to the following conditions:

1. Work applied to a completed degree cannot be accepted (except when approved for the Ed.D. in School Improvement program).
2. Work must have been completed within the six to eight year period allowed for the completion of degree requirements. Refer to the Time Limits to Complete a Graduate Degree policy for more information.
3. Work must have been applicable toward a graduate degree at the institution where the credit was earned.
4. Work offered for transfer must be approved by the College/School Director of Graduate Studies, Graduate Program Director, and the Academic Advisor.

Transient Status Permission

TRANSIENT STATUS - PERMISSION TO TAKE COURSE/S AT ANOTHER INSTITUTION
Students wishing to complete classes at another college or university to count towards their degree at West Georgia must maintain good standing at West Georgia and hold active student status at UWG during transient studies. Prior to taking the course(s), students must complete a Graduate Transient Status Permission Form, which includes the signatures of their advisor, the chair of the department in which the credit shall be granted, and the dean/designee of their major college. If the transient status involves study abroad, students must also obtain the signature of the Director of Education Abroad. International students seeking transient status must obtain the signature of the Director of International Services and Programs.

Additional instructions to graduate students:

- A maximum of 6 graduate semester hours can be transferred to UWG and applied to your graduate program, with some exceptions. Meet with your Academic Advisor for more information.
- It is your responsibility to take courses that will be accepted as transfer credit at UWG. Discuss with your Academic Advisor to determine which transient courses are appropriate for your program of study. Confirm with the Chair of the credit granting department that the transient course will be accepted for credit at UWG.
- If your academic standing drops to Academic Probation or Suspension after you have been approved for transient status, you should not take courses at the host institution as they will not transfer to UWG
- Grades earned in courses taken as a transient student do not replace previous grades earned in courses taken at UWG. Duplicate credit will not be awarded.
- Transient courses are not calculated into the Institutional GPA, although they do become part of the Transfer GPA.
- Courses completed with grades of "B" or better are accepted as transfer credit provided all other transient conditions are met. Courses with grades of "C" may not be considered for transfer credit. Contact your Academic Advisor and Director of your graduate program for more information.
- It is your responsibility to have the transcript from the host school sent to the UWG Registrar's Office after course work is completed.

- It is not recommended that you take courses as a transient student during your final semester before graduation, because the transcript from the host institution may not be received by the UWG Registrar in time for graduation. If this happens, your graduation will be delayed one semester.
- It is the student's responsibility to confirm that approval has been granted for transient status before enrolling at the host institution. Students who do not get prior permission may not be awarded credit for coursework.

Withdrawal from the University

A student who wishes to withdraw from the University must submit a request in writing to the Registrar's Office. When the Registrar approves the request, the student will be given instructions for completing the official withdrawal process. The student is not withdrawn until clearance has been obtained from the Registrar's Office. Failure to officially withdraw may result in grades of F for all courses that semester.

A student may be administratively withdrawn from the University under certain conditions. This may occur when the Vice President for Student Affairs, in consultation, when appropriate, with the student's parents or spouse, the Director of the Counseling Center, and/or the University Physician, determines 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 person or property of others;
2. causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions 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 Conduct Code 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 concerning continued enrollment at the University.

Financial Aid

www.westga.edu/finaid/

The primary purpose of financial aid programs is to provide assistance to those whose personal and family resources are not sufficient to pay for the total cost of their education. Federal and state governments, the University, foundations, companies, and individuals provide these funds for worthy students. The university community also believes that academic excellence should be rewarded, and, as a result, some scholarships are awarded each year based exclusively on merit.

All applicants interested in federal and state financial aid programs must submit a Free Application for Federal Student Aid (FAFSA) and any required documentation regarding their own and their family's financial resources. The exact composition of an aid package depends upon several factors. The extent of a student's financial need, the availability of funds, the student's academic record, and the date of application may affect the aid package. In order to receive financial aid at the University of West Georgia, students must be in good academic standing or they must be accepted for admission.

The principal programs available to the University of West Georgia students are outlined below. More detailed information can be found in the current brochure, *Financial Aid Guide*. To obtain more information, write to the Department of Financial Aid, telephone the office at 678-839-6421, or visit the website at www.westga.edu/finaid. Questions may be sent by e-mail to finaid@westga.edu.

Financial assistance is not available to those admitted to the University of West Georgia as transient or non-degree post baccalaureate students.

Academic Requirements for Receiving Financial Aid

In order to qualify for financial aid, students must have a high school diploma or GED or have completed homeschooling at the secondary level.

Maintaining Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) requirements are meant to ensure that students are able to complete their academic program in a timely manner through achieving minimum academic standards. In an age of increasing accountability for the use of federal, state, and institutional student aid funds, institutions of higher education and their students must demonstrate that financial aid funds are being used to assist students in efficiently completing their academic goals. The University of West Georgia (UWG) has developed the following Satisfactory Academic Progress policy for Financial Aid recipients to encourage student success and accountability in the use of Financial Aid funds for educational purposes. While the University of West Georgia maintains an academic progress policy for the determination of a student's continued academic eligibility for enrollment purposes, the Satisfactory Academic Progress policy for Financial Aid purposes may be more stringent in some components in order to maintain compliance with Federal Student Aid regulations (34 CFR 668.34).

    I.   Consistency of Application of SAP Standards

               Unless otherwise noted, the SAP requirements as stated apply to all students regardless of the student's receipt of financial aid funds, the student's academic classification as an

undergraduate or graduate student, or the student's academic program. Exceptions (as noted below) will include but are not limited to the minimum GPA requirement and maximum time frame hours for graduate students.

II. Frequency of SAP Evaluation

The UWG Financial Aid Office will evaluate all students' Satisfactory Academic Progress status at the conclusion of each term of enrollment. At UWG, the term of enrollment is the semester. Students enrolled in summer semester will be evaluated for SAP at the conclusion of the summer semester.

III. Grade-Point Average (GPA) Requirement

   A. Undergraduate students will be evaluated each semester on the basis of cumulative GPA and the total number of hours attempted. Hours transferred will be included in determining the total hours attempted; however, the cumulative GPA will be computed only on the work completed at UWG (institutional GPA). The cumulative GPA required to maintain SAP for the total number of hours attempted is given below:
      - 0 - 30 attempted hours = 1.8 minimum institutional GPA
      - 31 - 60 attempted hours = 1.9 minimum institutional GPA
      - 61 attempted hours & above = 2.0 minimum institutional GPA

   B. Graduate students will be evaluated each semester on the basis of cumulative institutional GPA. The minimum cumulative GPA required to maintain SAP is 3.00.

   C. Impacts on GPA regardless of undergraduate or graduate level:
      - Transfer credits will not be included in the quality points or GPA hours. The GPA standard is based on UWG credits only.
      - The first 30 hours of Learning Support (remedial) credits will be excluded from the GPA calculation.
      - Incomplete courses taken at UWG will be excluded from the GPA calculation.
      - Grades of W will be excluded from the GPA calculation (not from the pace of progression requirement; see next section)
      - Grades of F or WF will count in the GPA calculation as 0 quality points.
      - For courses which are repeated at UWG, the last attempt will count in the GPA calculation.
      - These Financial Aid Satisfactory Academic Progress standards do not consider an Academic Renewal GPA. All prior institutional grades are included in the SAP GPA.

IV. Pace of Progression

All students will be evaluated each semester to determine that they are making satisfactory pace of progression through their academic program. A minimum 67% cumulative completion ratio will be required at each evaluation period. Pace of progression is defined as the ratio of the cumulative number of credit hours completed divided by the cumulative number of credit hours attempted:

Cumulative hours earned/Cumulative hours attempted >= 67%

- o Transfer credits accepted toward the student's UWG academic program will count as both earned and attempted hours in the calculation of the pace of progression ratio.

- o The first 30 hours of Learning Support (remedial) credits will be excluded from the calculation of the pace of progression ratio.
- o Incomplete courses taken at UWG will not count as earned hours but will count as attempted hours in the calculation of the pace of progression ratio.
- o Withdrawn courses (grades of W or WF) taken at UWG will not count as earned hours but will count as attempted hours in the calculation of the pace of progression ratio.
- o Failed courses (grades of F) taken at UWG will not count as earned hours but will count as attempted hours in the calculation of the pace of progression ratio.
- o All repeated courses will count as attempted hours in the pace of progression ratio. Whether the repeated course counts as earned hours will depend on the status of the first attempt:
  - ▪ First attempt not successfully completed, subsequent attempt successfully completed = one course counts as earned credits, both courses count as attempted credits.
  - ▪ First attempt successfully completed, subsequent attempt also successfully completed = one course counts as earned credits, both courses count as attempted credits.
  - ▪ First attempt not successfully completed, subsequent attempt not successfully completed = neither course counts as earned credits, both courses count as attempted credits.

V. Maximum Time Frame
    A student must complete their degree requirements within a specified number of attempted hours per the table below:

Degree Program	Maximum Attempted Hours
Bachelor's Degree	180 attempted hour
Master's Degree (36-hour program)	54 attempted hours
Additional Master's Degree	40 attempted hours
Ed.S. (Education Specialist) Degree	41 attempted hours
L5 Certificate (in Addition to Degree)	21 additional attempted hours
Speech Language Pathology (2-year track)	78 attempted hours
Psychology - Option I (Thesis)	59 attempted hours
Psychology - Option II (Non-Thesis)	72 attempted hours
Psychology - Option II (Licensure)	92 attempted hours
Ed.D. (Doctoral Degree in Education)	81 attempted Hours
Ph.D. (Doctoral Degree)	117 attempted hours

- A student who is pursuing two majors or a major with minor(s) is still subject to the above Maximum Time Frame limitations.

- An undergraduate student who is pursuing two undergraduate degrees (concurrently or separately) will be granted an extension to 240 attempted hours. No extension of maximum attempted hours is permitted for more than two undergraduate degrees.
- A master's degree student who is pursuing an additional master's degree (concurrently or separately) will be granted an extension of 40 attempted hours above the first master's degree requirement. No extension of maximum attempted hours is permitted for more than two master's degrees.
- Graduate students above the master's degree will only be permitted the maximum attempted hours for the programs outlined above.

VI.   SAP Status
   o   A student's SAP status will be evaluated at the completion of each term of enrollment. At UWG, the term of enrollment is the semester. Students enrolled in summer semester will be evaluated for SAP at the conclusion of the summer semester. At each evaluation period, one of the following SAP statuses will be assigned:
   o   Satisfactory - Student is meeting the GPA, Pace of Progression, and Maximum Time Frame requirements. Student is eligible to continue receiving federal, state, and institutional financial aid.
   o   Warning - Student is not meeting either the GPA or Pace of Progression requirements (or both). Student is eligible to continue receiving federal, state, and institutional financial aid for one semester only. Continued eligibility beyond the warning semester will be contingent on the student bringing the deficient requirements to the required minimum standards.
   o   FA Suspension - Student is not meeting either the GPA or Pace of Progression requirements (or both) after a Warning semester. Student is not eligible to continue receiving federal, state, and institutional financial aid until the deficient requirements return to the required minimum standards.
   o   Maximum Time Frame Warning - Student is within 10 attempted hours of the allotted attempted hours for Maximum Time Frame for the student's degree program. Student is eligible to continue receiving federal, state, and institutional financial aid until the completion of the semester during which allotted attempted hours is crossed.
   o   Maximum Time Frame - Student has exceeded the number of attempted hours for the academic program. Student has exhausted all eligibility to continue receiving federal, state, and institutional financial aid.
   o   FA Probation - Student placed on FA Suspension or Maximum Time Frame provided an SAP Appeal which was approved by UWG review procedures. Student must complete the requirements of an academic plan which will be monitored by the Financial Aid Office in conjunction with other academic support offices. Student is eligible to continue receiving federal, state, and institutional financial aid for one semester only in coordination with the details of the academic plan. The student's continued eligibility beyond the probation semester will be determined at the conclusion of each semester in coordination with the details of the academic plan.

VII.   Appeals
   A student who has been placed on FA Suspension or Maximum Time Frame may appeal

the SAP status decision only in cases of extenuating circumstances. Examples of extenuating circumstances for which a student may file an SAP appeal may include a student's injury or illness, serious illness or death of an immediate family member, or other special circumstances. Each SAP appeal will be reviewed individually and decisions are made on a case-by-case basis as outlined in the procedures given below.

The SAP appeal process requires the submission of a written statement by the student outlining the extenuating circumstances which led to their academic difficulties, how the circumstances have now changed, and the student's plan for improving the academic status. The written statement must be typewritten, signed by the student, and must specifically address the courses, grades, and terms of enrollment which are affecting the insufficient SAP standing. The appeal must be accompanied by supporting documentation from at least two individuals who can corroborate the student's circumstances. If the documentation is provided by a professional (business, medical, counselor, clergy, etc.), the documentation must include the institution's professional letterhead, the professional's credentials, and must be signed. If a letter of support is provided by a personal reference (teacher, family friend, etc.), the documentation must be signed by that reference.

SAP appeals will be reviewed by a UWG committee comprising FA staff and other faculty/staff representatives. A student who wishes to appeal the decision of the SAP Appeals Committee may submit a second appeal to the Director of Financial Aid. The decision of the Director of Financial Aid is final.

If a student's SAP appeal is granted by either the SAP Appeals Committee or the Director of Financial Aid, the student will gain eligibility for continued federal, state, or institutional Financial Aid eligibility for one semester only. The student and a representative from the Financial Aid Office will work cooperatively with the student's academic advisor and the Excel Center to put together an academic plan that will be monitored throughout the semester to be sure the student is making proper academic progress. In cases where it is mathematically impossible to bring the GPA or Pace of Progression ratio to required standards within one semester, the academic plan may be developed across multiple semesters, but it will be evaluated at the conclusion of each semester to be certain that the requirements at each checkpoint are being properly achieved by the student.

If a student's SAP appeal is denied by either the SAP Appeals Committee or the Director of Financial Aid, the student will not be eligible for federal, state, or institutional financial aid until the student returns the GPA and Pace of Progression ratio to required standards.

VIII.   Notification of SAP Status
At each SAP evaluation period, the student's SAP status will be recorded in BanWeb. Students who are placed on FA Probation, FA Suspension, or Maximum Time Frame will be notified via e-mail to their UWG email account as well as via a postal letter mailed to the permanent address as recorded in BanWeb. Students who are placed on FA Warning will be notified via e-mail to their UWG email account. All notifications will occur within 3 weeks of the conclusion of the semester against which SAP is evaluated.

Free Application for Federal Student Aid (FAFSA)

The University of West Georgia requires that a Free Application for Federal Student Aid (FAFSA) be submitted by each student who applies for federal or state financial assistance each academic year. This form is evaluated by a central processing center using federal guidelines. The University uses this information as one of the main factors in the determination of a financial aid package for the individual student. The Free Application for Federal Student Aid may be submitted on-line at www.fafsa.gov.

Federal Government Programs

All federal programs are subject to change including cancellation and reduction of funds.

Federal Perkins Loan

This loan is awarded by The University of West Georgia to students who demonstrate extreme financial need and are enrolled at least half-time. No repayments are due and no interest accrues until nine months after the student graduates, leaves the University, or ceases to be a half-time student. The simple interest rate is five percent. The minimum repayment is $40 per month, providing the entire loan can be repaid within ten years. A portion of the debt may be cancelled for teaching in certain communities or neighborhoods, or teaching in a Head Start or special education program.
For information concerning repayment, contact the Bursar's office, 678-839-4737.

Federal Work Study Program

This is a federal program through the University of West Georgia offering employment opportunities for students demonstrating financial need. The types of jobs available include clerical, technical, and manual labor as well as positions in the library and laboratories, and community services.

Federal Direct Unsubsidized Stafford Loan

Any eligible student, regardless of need, may borrow from the Federal Direct Unsubsidized Stafford Loan Program. The annual loan limits are listed below and include any funds borrowed through the guaranteed program. Repayment of the loan is deferred as long as the student is enrolled at least half-time; however, interest on the loan continues to accrue while the student is enrolled in school. The interest can also be deferred, but would be compounded to the principal of the loan.
Listed below are the maximum amounts a student may borrow each academic year of college:

Provisional/Certification Students $7,500

Graduate Students $20,500

An independent student may borrow the following amounts from the unsubsidized loan in addition to the Federal Direct Stafford Loan limits:

Provisional/Certification Students up to $5,000 a year

* Not to exceed UWG costs of attendance for the academic year.*

Veterans and Dependent Benefits

GI Bill benefits are available to qualified veterans and family members of deceased or VA determined 100% disabled veterans. For information contact the Muskogee, OK Regional Veterans

Administration Office, P.O. Box 8888, Muskogee, OK, 74402-8888, or telephone 1-888-827-1000. More information is also available by accessing the website www.gibill.va.gov.

Additional information may be found under Military-Connected Students on the Center for Adult Learners and Veterans website, https://www.westga.edu/calv/.

Veterans Certification

The School Certification Official (SCO), located in the Center for Adult Learners and Veterans (CALV), completes all GI Bill enrollment certifications for students participating in any of the Veterans Affairs educational assistance programs. As early as possible, preferably after being accepted by the university and at least one month before entering the university, any student planning on enrolling under one of these programs should contact the SCO in CALV to initiate enrollment certification procedures. Students requesting enrollment certification for the first time should already be in possession of a Certificate of Eligibility (COE) from the VA. Each VA educational assistance program has its own set of rules/guidelines and students should be prepared to sustain initial university costs since benefits will not begin until several weeks after certification. Veterans and family members planning to study using GI Bill benefits at the University of West Georgia should apply for admission as any other student. Eligibility for Veterans benefits has no direct relationship to the institution. All financial transactions are directly between the student and Veterans Affairs. The institution serves only as a source of certification and information to Veterans Affairs.

Students receiving Veterans benefits must adhere strictly to a planned program of study as indicated on the schools as well as all VA forms. Program changes must be reported promptly to the university's SCO in CALV.

Students receiving VA educational benefits are also required to report to the university's SCO any changes in course load; or interruptions in attendance in order to minimize personal liability resulting from overpayment of benefits. Veterans Affairs regulations indicate that students receiving benefits are expected to attend classes regularly.

Vocational Rehabilitation Benefits

Vocational Rehabilitation (Voc Rehab) benefits are provided to promote the employment possibilities for disabled individuals. Applicants may be eligible to receive grants covering tuition, fees, books, and supplies. For further information, contact the Atlanta Regional Voc Rehab Office at 1700 Clairmont Road, Decatur, GA 30033. The Center for Adult Learners and Verterans will work with Voc Rehab and the Bursar's Office to assist eligible students.

Refund Policy

Refunds of fees and charges for COMPLETE withdrawal from the university will be based on a pro rata percentage determined by dividing the number of calendar days in the semester that the student completed by the total number of calendar days in the semester. Students who withdraw after 60% of the semester has been completed are not entitled to a refund of charges. Refund schedules and a copy of the Board of Regents policy may be obtained from the Bursar's office, the Enrollment Services Center (ESC), or the Financial Aid Office.

For any questions regarding this policy, contact the Bursar's office in Aycock Hall or call 678-839-4737.

In order to meet Federal Regulations, all refunds will be credited back to Federal Title IV Programs, State Programs, and Private and Institutional Programs in the following order:

Direct Unsubsidized Stafford Loan
Direct Subsidized Stafford Loan
Federal Perkins Loan
Direct Plus Loan
Federal Pell Grant
Federal SEOG
Other Title IV assistance
State Programs
Private/Institutional Programs
University of West Georgia Programs
Student

Scholarships

The University of West Georgia offers outstanding students a wide variety of academic and performing arts scholarships. Most scholarships are awarded solely on merit and performance. Some academic scholarships are available to students regardless of their major and others are for students majoring in particular fields. Still others are designed to encourage students from a specific county or minority group to attend West Georgia.

Performing arts scholarships are awarded to students in the fields of music, art, drama, and debate. Recipients are selected on a competitive basis by individual departments.

For more information on the scholarships offered through the Department of Financial Aid at the University of West Georgia, see the General Scholarship information below, and download the application on-line at www.westga.edu/finaid between January 1st and March 1st each year.

Private Scholarships

Scholarships may be available from private sources such as organizations, church groups, employers, and businesses. The UWG Financial Aid website lists several with information on qualifications, how to apply and deadlines. A limited number of search engines are also included.

Athletic Scholarships

University of West Georgia provides a number of athletic scholarships in several men's and women's sports in accordance with National Collegiate Athletic Association - Division II rules. Scholarship recipients are selected by the coaches of the various athletic teams.

Graduate Assistantships

The University of West Georgia provides a number of graduate assistantships and Teaching Assistantships for our students. These assistantships offer valuable professional development opportunities in various programs and departments within the university for our degree-seeking students through supervised work experiences. Assistantships support the research, teaching, and service responsibilities of the University and help students pay for their graduate training. Therefore, graduate assistants must maintain satisfactory academic progress and performance and successfully complete the assigned research, teaching, or other responsibilities.
To be eligible for an assistantship, students must meet the following criteria. Students admitted provisionally to a program are not eligible for an assistantship.

- Earned a Bachelor's degree.
- Have applied for and been accepted to a graduate degree program of study at UWG.
- Be enrolled as a full-time student in a graduate program of study.

- Have maintained a 3.0 GPA in previous and current graduate course work.
- Meet the requirements to be eligible for employment in the US.
- International students may have to meet a higher standard for full-time employment than what an individual program requires. For instance: Computer Science may consider 6 credit hours for full-time, but an international student must be enrolled in 9 hours in order to remain in the country.
- The work that will be performed by the student must be performed in state.

Students who are provisionally admitted, enrolled part-time, or not in good academic standing may not be hired as graduate assistants.

Graduate Assistants are required to have health insurance. If they do not have insurance, they will be required to purchase and enroll in the United Healthcare Mandatory Graduate Insurance Policy. This policy is automatically added to all assistants' accounts when they are hired. If a student is covered by a policy held by a spouse or parent, s/he may apply for a waiver for the United Healthcare policy. For more information, students should visit the Graduate Assistantship website (www.westga.edu/graposting) or contact the Graduate Financial Aid Counselor in the Office of Financial Aid at 678 839 6421.

Almost all of the assistantships are managed directly by the various departments and programs. Please contact the department directly for information.

Emergency Short-Term Loans
Short-term loan funds are available to assist currently enrolled students who need temporary financial assistance. The maximum amount a student may borrow depends upon the availability of funds but may not exceed $450 per semester. In general, loan funds are available within five to eight days. These loans must be repaid before the end of the semester. A minimal interest rate and/or service fee is charged. Previous borrowers may be denied an emergency short term loan if they have been delinquent on past loan repayments. Application is made through BANWEB. Please go to the Graduate School's website for more
information: https://www.westga.edu/gradstudies/graduate-assistantships.

Programs of Study

The University of West Georgia offers the degrees listed below. Majors or areas of concentration available under each degree are also listed.

Master of Arts
- Criminology, M.A.
- English, M.A.
- History, M.A.
- Psychology, M.A.
- Sociology, M.A.

Master of Business Administration
- Georgia WebMBA®
- Master of Business Administration with a Concentration in Business Intelligence and Cyber Security, M.B.A.
- Master of Business Administration with a Concentration in Digital Marketing, M.B.A.
- Master of Business Administration with a Concentration in Sales and Consumer Research, M.B.A.
- Master of Business Administration, M.B.A.

Master of Arts in Teaching
- Secondary Education, M.A.T.
- Special Education, M.A.T.

Master of Education
- Art Education, M.Ed.
- Elementary Education, M.Ed.
- Media, M.Ed.
- Professional Counseling, M.Ed.
- Reading Education, M.Ed.
- Special Education, M.Ed.
- Speech Language Pathology, M.Ed.

Master of Music
- Music Education, M.M.
- Music Performance, M.M.

Master of Professional Accounting
- Master of Professional Accounting, MPAcc

Master of Public Administration
- Master of Public Administration, M.P.A.

Master of Science
- Applied Computer Science, M.S.
- Biology, M.S.
- Mathematics, Concentration in Applied Mathematics, M.S. Mathematics, Concentration in Teaching, M.S.

Master of Science in Nursing
- Master of Science in Nursing, M.S.N.

Specialist in Education
- Educational Leadership, Ed.S.
- Elementary Education, Ed.S.
- Media, Ed.S.
  Professional Counseling, Ed.S.
- Secondary Education, Ed.S.
- Special Education, Ed.S.

Doctorate in Education
- Doctorate in Nursing Education, Ed.D.
- Professional Counseling and Supervision, Ed.D.
- School Improvement, Ed.D.

Doctorate in Philosophy
- Psychology, Ph.D.

Certificate
- Geographic Information Systems Certificate
- International Business Certificate
- Program Evaluation Certificate

Educator Certification
- Educational Leadership, Educator Certification Program for Tier II
- Elementary Education Educator Certification Program
- Initial and Add-On Educator Certification
- Tier I Leadership Educator Certification

Endorsement
- Autism Endorsement
- K-5 Mathematics Endorsement
- K-5 Science Endorsement
- Reading Endorsement

Graduate Certificate
- Graduate Certificate in Data Analysis and Evaluation Methods
- Graduate Certificate in Nonprofit Management and Community Development
- Graduate Certificate in Public Management

Post Master's Certificate
- Health Systems Leadership Post-Master's Certificate, Clinical Nurse Leader
- Health Systems Leadership Post-Master's Certificate, Leader/Manager
- Nurse Educator Post-Master's Certificate

College of Arts and Humanities

Dr. Pauline Gagnon, Dean
678-839-5450
http://www.westga.edu/coah

The College of Arts and Humanities is charged with the responsibility of providing instruction not only to students majoring in traditional arts and humanities disciplines, but also for providing general education components of business and education programs. It does so with the realization that in order to prepare students to face the ever-changing, complex society in which we live, it is necessary to do more than teach them a number of facts and train them in a variety of skills. The faculty of the College of Arts and Humanities is dedicated to providing an education that will enable students to meet the future, not merely to live in the present.

The University of West Georgia's College of Arts and Humanities is committed to the academic success of our students.

Degrees Offered
The Master of Arts degree is offered with majors in English and History. The Master of Music degree is offered with majors in Music Education and Performance. Satisfactory scores on the verbal, quantitative, and analytical writing sections of the Graduate Record Exam are required for the English and History degrees. Applicants to the MA in History with an undergraduate GPA of 3.5 and above are exempt from the GRE requirement. Some programs may accept the Miller Analogies Test (MAT). Contact the College of Arts and Humanities for more information.
Two Options are offered in the Master of Arts degree program: Plan 1 (with thesis) and Plan II (without thesis).

Language Requirement
Students seeking the Master of Arts degree must satisfy the Department of Foreign Languages & Literatures and their major department with a reading knowledge of an approved language. Alternately, students may secure approval from their major professor, department chair, and the Dean of the College of Arts and Humanities for the substitution of a working knowledge of computer science. The language requirement may be satisfied by testing (passing a standardized test administered by the campus Testing Office) or by completion of specified courses under the direction of the Department of Foreign Languages & Literatures. A student receiving credit as an undergraduate at West Georgia in a language 2002 course with a grade of B or better within five years of admission to the Graduate Program at the University of West Georgia shall be deemed to have fulfilled this requirement. Students may also satisfy the requirement by passing an approved graduate level special topics course offered by the Department of Foreign Languages & Literatures or the Department of History (for History students) with a grade of B or better. No course taken to satisfy the foreign language requirement will count as one of the 27, 36, or 45 hours of course work in the student's program of study.
Students who wish to substitute computer science for the foreign language requirement must have their proficiency certified by the Department of Computer Science. Proficiency in computer science will be certified when a student makes a grade of A or B in CS 1301, Computer Science I, or a student can be certified by earning CLEP credit for "Information Systems and Computer Application." A student who has earned proficiency in Computer Science with an undergraduate degree at West Georgia will be given certification of proficiency if a written request for exemption is received by the Department of Computer Science within five years of the date in which credit

was earned. With departmental approval, students may also satisfy the language requirement by passing Sociology 5003 (Statistics for the Social Sciences) with a grade of "B" or better. In addition, History graduate students may also fulfill this requirement by receiving a grade of B or better in two 6000-level seminars in World History.

Thesis Requirement

Every thesis presented in partial fulfillment of the requirements for a master's degree must involve independent study and investigation, explore a definite topic related to the major field, and conform to the format for research writing approved by the College of Arts and Humanities.
The following regulations apply regarding the completion of the thesis: the subject must be approved by the major professor and the department chair. The formatting of the thesis must be approved by the Format Reviewer. When the thesis is completed, required Content Pages approved, and the Format Review form is properly signed, a pdf of the final document and scan of the signed review form should be sent to edreview@westga.edu. After receiving the signed form and pdf, the student will be sent directions to the appropriate website to upload the final document to ProQuest. Students must adhere to the appropriate discipline style manual and the "Thesis and Dissertation Formatting Guidelines Handbook" of the University of West Georgia. Where conflicts between the Thesis and Dissertation Handbook and a style manual exist, the Thesis and Dissertation Handbook must be followed. Students must also comply with all institutional policies involving research.

Other Topics

For courses on the following topics, see Course Descriptions: Anthropology, Chemistry, Educational Research, Foreign Languages, Geology, Mathematics, Natural Science, P-12 Education, Philosophy, Physics, Science, and Sports Management. For Art Education, see the College of Education section.

Department of Art

Humanities 322 • 678-839-6521
https://www.westga.edu/art

Professors:
D. Collins, E. Crean, C. Samples (Associate Dean of Special Projects)

Associate Professors:
P. Kirk, D. Santini, K. Shunn (Chair), R. Tekippe

Lecturer:
S. Smith

Learning Outcomes

Prior to obtaining the degree, students will demonstrate that they can:
- express themselves visually in both two-dimensional and three-dimensional disciplines
- convey fundamental and advanced visual information to students ranging from the pre-school level to the secondary level
- critically evaluate works of art, including one's own, as well as those done by children and professional artists
- organize and conduct research in art and/or art education

Master of Education

Art Education, M.Ed.

The Master of Education in art education is a 36-hour program leading to T-5 certification. Applicants must hold T-4 certification in art. The program combines 27 hours of studio art, art history, and art education with nine hours of professional education courses.
In addition to meeting the admission requirements for the other M.Ed. programs, applicants must submit a portfolio of art to the Department of Art. The portfolio should consist of 15 to 20 pieces representative of the student's best work. Although actual work will be considered, good quality slides properly labeled with title, size, media, and date of execution are preferred. A positive evaluation of the portfolio must be given before the prospective student is given regular admission status. A thesis or creative research project is required for the Master of Education in Art Education.

T-5 Certification in Art (K-12) Requirement
Art Education - 6 semester hours
- ART 6110 - Art Education Curriculum 3
- ART 6111 - Art Criticism, Aesthetics, and Contemporary Issues 3
Studio Art - 15 semester hours
Selected from departmental studio art offerings and must include coursework in both two-dimensional and three-dimensional areas.
- ART 5000 - Graduate Drawing 1.0
- ART 5005 - Graduate Life Drawing 1.0
- ART 5305 - Graduate Ceramics 1.0
- ART 5405 - Graduate Graphic Design 1.0
- ART 5605 - Graduate Painting 1.0

- ART 5705 - Graduate Photography 1.0
- ART 5805 - Graduate Printmaking 1.0
- ART 5825 - Graduate Papermaking and Book Arts 1.0
- ART 5905 - Graduate Sculpture 1.0

Art History - 3 semester hours
Professional Education - 9 semester hours

- EDRS 6301 - Research in Education 3
- CEPD 6101 - Psychology of Classroom Learning 3

Foundations of Education Elective 3 Hours

- EDFD 7305 - History of American Education 3 **(or)**
- EDFD 7307 - Critical Issues in Education 3 **(or)**
- EDFD 7309 - Philosophical Foundations of Education 3
- Thesis or Research Project - 3 semester hours
- ART 6150 - Art Education Prospectus 1
- ART 6184 - Art Education Research Seminar 1
- ART 6199 - Art Education Thesis/Research Project 1

Note:
All coursework must be completed prior to the student writing a creative research proposal (ART 6150) and beginning a thesis or creative research project (ART 6184 and ART 6199).

Graduate Assistantships

Graduate Assistantships and Graduate Research Assistantships are available on a competitive basis to qualified graduate students.

In accordance with the National Association of Schools of Art and Design (NASAD) guidelines, students will have access to appropriate art studios for a minimum of three clock hours per credit hour of class per week.

Department of English and Philosophy

TLC 2255 • 678-839-6512
www.westga.edu/english

Professors:
L. Crafton, M. Crafton (Provost and Vice President for Academic Affairs), C. Davidson, M. Doyle,
P. Erben (Director of Graduate Studies), G. Fraser, R. Hendricks, E. Hipchen, D. MacComb
(Director of English Education), M. Mitchell, D. Newton (Associate VPAA), M. Pearson (Chair),
A. Umminger

Associate Professors:
S. Boyd (Associate Chair), R. Harrison, A. Insenga, J. Masters, L. Miller,

Assistant Professors:
K. Casper, M. Franks, L. Haught, E. Mock (Film Studies Coordinator)

Learning Outcomes
Graduate students will be able to demonstrate:

- Advanced mastery of content within the discipline by answering comprehensive questions about specific writers, genres, texts, and literary periods that they have studied
- That they have achieved refined skills in professional and scholarly writing presuming a command of pertinent critical assumptions, methodologies, and practices
- A facility in relating the facts and ideas of the discipline to cognate fields and exploring their correspondence, particularly within the context of western intellectual history
- A keen awareness of contemporary issues in the study of literature, including those which emanate from an understanding of the differences among cultural value systems

Master of Arts

English, M.A.

The M.A. program in English is designed to cultivate advanced mastery of content within the discipline, refined skills in scholarly writing, comprehensive knowledge of critical practices, and a keen awareness of contemporary issues in the study of literature. For regular admission to the program, a student must present an undergraduate major in English or equivalent coursework in English (3.20 GPA) from an accredited institution, three letters of recommendation from sources qualified to address the candidate's specific disciplinary strengths, and a persuasive narrative statement that articulates the candidate's reasons for pursuing a graduate degree in English. Applicants should also demonstrate proficiency by achieving a minimum score of 500 on the verbal portion of the GRE and 4.5 on the GRE analytical writing test. All decisions on admission will be made by the Director of Graduate Studies in consultation, as needed, with members of the graduate program committee, subject to final administrative approval.

Students accepted into the program may choose from among the following three degree options:

Plan I (Thesis Option) consists of 30 credit hours, of which 27 are course work and 3 are thesis (ENGL 6399). Within the 27 hours of course work (9 courses), a minimum of 7 courses (21 hours) or 80% of the coursework must be at the 6000-level. The 3 hours of thesis work cannot be used to satisfy this requirement for work at the 6000 level. A minimum of 24 hours of the coursework must be in English, and students wishing to use courses from other disciplines for credit toward the degree must get approval from the Director of Graduate Studies in English. Students may meet the thesis requirement by either writing a scholarly work (a minimum of 65 pages in length) or a creative writing work (a collection of poems, creative nonfiction, or prose that includes a critical and/or theoretical introduction). The thesis must be approved by the student's thesis committee, comprised of the student's major professor and two other graduate faculty readers.

Plan II (Non-Thesis Option) consists of 36 credit hours (12 courses), of which a minimum of 30 hours must be in English. Students in this plan must also get approval from the Director of Graduate Studies in English to take courses outside the department. Within the 36 hours of coursework, a minimum of 9 courses (27 hours) or 80% of the coursework must be at the 6000 level.

Plan III (Capstone Option) consists of 30 hours of coursework (10 courses). A minimum of 27 hours (9 courses) must be in English, and 21 credit hours (7 courses) or 80% of the coursework must be at the 6000 level. In addition, students will complete a Capstone project over the course of their final two semesters of study; either a scholarly article or a creative writing project. The scholarly article should be approximately 20-35 pages (page length dependent upon the specifications of the scholarly journal to which the student chooses to submit). The project will engage in original scholarly research and demonstrate advanced mastery of pertinent critical assumptions, methodologies, and practices in the discipline. The Creative project must be approved by the student's capstone committee, comprised of the student's major professor and two other graduate faculty readers.

Upon completion of all course work, the candidate for the M.A. under all options listed above must pass a comprehensive oral exam based on three reading lists in the areas of British literature, American literature and a Specialty. All reading lists must be agreed upon by the candidate and faculty examiner for each area. This oral examination may be retaken once. For students completing the thesis and capstone options, a separate oral defense of the thesis or capstone is also required. See the Director of Graduate Studies in English for details about the comprehensive oral examination required for all three options and for oral defense required for the thesis and capstone options.

Under all three plans, students must get the approval of the Director of Graduate Studies for their course selections. See the Director of Graduate Studies for required advisement before registering for classes each term.

Under all three plans, a reading knowledge of one foreign language (ordinarily Latin, French, German, or Spanish) is required. One may meet this requirement by one of the following: 1) completing a language course numbered 2002 with a grade of B or better during the course of study (no course or courses in a foreign language will count toward the required number of hours for the degree); 2) presenting an undergraduate transcript that indicates completion of a language course numbered 2002 (or its equivalent) with a grade of B or better within five years of the time the student enters the program; or 3) passing a standardized test administered by the testing office and

the Department of Foreign Languages and Literatures. The M.A. in English does not accept any Computer Science and Sociology courses and/or tests to complete the foreign language requirement.

Students who have taken an ENGL 4XXX course as an undergraduate at West Georgia cannot receive credit toward the M.A. degree in English for the concurrent ENGL 5XXX course unless the student and/or instructor can provide evidence that the content of the course (readings, topics, etc.) is significantly different than when he/she took it as an ENGL 4XXX course.

Students may repeat specific 5000 and 6000-level courses for credit, if the course covers a different subject or period (e.g. ENGL 6105 : Seminar in British Literature I, Medieval Literature and ENGL 6105 : Seminar in British Literature I). Course repeats do not erase previous grades under the same course number; both grades enter into the calculation of the overall GPA.

Department of History

TLC 3200 • 678-839-6508
www.westga.edu/history/

Professors:
K. Bohannon, M. de Nie, H. Goodson (Chair), E. MacKinnon, A. McCleary, K. Pacholl, T. Schroer, D. Williams

Associate Professors:
C. Lipp, G. Van Valen, C. Vasconcellos, N. Williams

Assistant Professors:
J. Brock, S. Chalifoux (Director of Graduate Studies), M. McCullers, I. Pidhainy, L. Rivers

Learning Outcomes
Students who receive the Master of Arts Degree in History will be able to:
- Conduct historical research
- Formulate and defend a historical argument in Standard English
- Demonstrate knowledge of historiography and its changes over time
- Demonstrate knowledge of the theory and practice of public history [for public history track only]
- Demonstrate practical knowledge of a subfield of public history [for public history track only]

Master of Arts

History, M.A.

The Master of Arts program in History guides students in developing familiarity with issues and literature in selected major and minor fields of history; an understanding of the fundamentals of historiography and its variations over time; and skills in historical research, analysis, and writing. The program emphasizes opportunities for both independent and collaborative learning. Areas of particular strength include American History, Southern History, Early Modern and Modern European History, Comparative Global History, Atlantic World History, War and Society in a Global Perspective, and Public History. We welcome students seeking admission to a doctoral program in history or similar professional studies, a career teaching history in secondary schools or community colleges, work as a professional public historian, or simply a greater understanding of the historical development of our society and the world. We expect our graduates to function effectively as professionals in their chosen fields of history.

Admissions:

For regular admission to the program, a student must ordinarily have a degree in history with a 3.0 undergraduate GPA, a GRE score of 151 on the verbal section and 4.0 on the writing section. Applicants with a 3.5 undergraduate GPA or higher are exempt from taking the GRE. Three letters

of recommendation, a one-two page statement of purpose, a writing sample (minimum of four pages), and official transcripts are also required. If an applicant's undergraduate degree is in social studies, or in a social science other than history, a student may be admitted provisionally with the permission of the Department of History.

MA in History

The department of History offers three distinct tracks leading to the MA in History:

The Thesis Track - (please see the list of concentration available for this track listed above) requires fifteen hours in a major field, nine hours in a minor field, and six thesis hours.

The Public History Track - requires fifteen hours in public history courses (including HIST 5400: Introduction to Public History), nine hours in a minor field, three hours in an internship, and three thesis hours.

The Generalist (non-thesis) Track - requires nine hours in US History, nine hours in World History, nine hours in a thematic field, three hours in an elective, and written and oral examinations.

All graduate students, regardless of track or concentration, must complete a course in historiography, a course in historical writing, and at least four seminars at the 6000-level. In addition, all students must meet a Foreign Language requirement by: 1. Completing a language course numbered 2002 with a B or higher; 2. Successfully passing a graduate-level translation course or its equivalent; 3. Earning at least an 80% on a translation test administered by Academic Testing Services; 4. Passing two 6000 World History courses (these courses are in addition to the thirty-six hours required and do not count toward a major or minor field); 5. Completing two graduate level Department of History Study Abroad courses (these courses are in addition to the thirty-six hours required and do not count toward a major or minor field).

Certificates:

The History Department also offers two graduate certificate programs. **The Museum Studies Certificate**, offered in association with the Atlanta History Center, requires three museum studies seminars, the Material Culture Seminar, and museum internship. Students may elect to take the majority of these classes as part of the M.A. program, or they may add this certificate to an existing M.A. degree in history.

The **Public History Certificate** is designed for individuals who already hold an M.A. in History or a related field and would like to gain additional training in public history to prepare for a career. Students must take Introduction to Public History, nine hours of public history seminars, and the Public History Internship.

Academic Standards:
Students admitted into the Department of History graduate program are required to maintain a minimum GPA of 3.0 while enrolled. Students do not receive graduate credit for any course in which they earn a final grade of C or below. Student receiving a grade of C will be placed on academic probation and a letter of warning will be sent by the department outlining the conditions of their probation. Students receiving a grade of C or lower in two courses will be dismissed from

the program by the Graduate School. Students receiving a grade of F will automatically be dismissed from the program.

Course Repeat Policy:
The Department of History allows a student to repeat up to two courses in which they have earned a C. If a student is permitted to repeat a course, all grades will be calculated into their cumulative GPA. In order for the course to be retaken, the student and advisor must: 1. Consult program policies and handbooks to determine whether or not course repeats are permitted; and 2. Ensure course number and name are the same as the previous course.

Learning Outcomes
Students who receive the Master of Arts Degree in History will be able to:
- Conduct historical research
- Formulate and defend a historical argument in Standard English
- Demonstrate knowledge of historiography and its changes over time
- Demonstrate knowledge of the theory and practice of public history [for public history track only]
- Demonstrate practical knowledge of a subfield of public history [for public history track only]

Department of Music

Humanities 105 • 678-839-6516
www.westga.edu/music/

Professors:
J. Bleuel, C. Gingerich, K. Hibbard (Chair), D. McCord

Associate Professors:
J. Byrd, E. Kramer, C. Self

Assistant Professors:
D. Neely

The Department of Music at the University of West Georgia is an accredited institutional member of the National Association of Schools of Music. Master of Music degrees are offered with majors in Music Education and Performance. Each major offers a comprehensive curriculum of study designed to meet the needs of both the full-time and the part-time graduate student. All instruction is delivered by a distinguished artist-teacher faculty with extensive credentials and professional experience.

Through its programs and associated activities, the Department of Music provides opportunities for the graduate student in music to:

- Develop an advanced level of musical understandings and performance abilities
- Foster the advancement of creative and critical skills
- Develop sophisticated pedagogical insights and advanced communicative skills
- Produce scholarly and creative works in the fields of music and music education

Departmental Admission Requirements

In addition to meeting the university's admission requirements, the applicant must hold a baccalaureate degree in music or the equivalent. Applicants seeking to enroll in the Master of Music in Music Education program must hold an undergraduate degree in music education or professional teacher certification in music. The Master of Music in Music Education program is 100% online. Students may use approved campus-based classes as electives.
Once an applicant has met regular standards for graduate admission, he/she will be required to meet all departmental admission requirements for a Master of Music degree program. Any graduate courses completed prior to regular admission may apply to a Master of Music degree program after a student has successfully met all departmental admission requirements. Three letters of recommendation from individuals who can address the applicant's academic, personal, and professional suitability for graduate-level work in performance or Music Education, as appropriate, are required. Applicants for the Master of Music in Music Education program must also submit a written statement of 400-500 words. Possible topics may include goals in pursuing a graduate degree, personal philosophy of teaching, or experiences that have prepared you for an advanced degree.

All persons who seek departmental admission to a Master of Music degree program must successfully complete or exempt the Graduate Music Qualifying Examination to be admitted and

register for classes. In addition, all applicants for the Master of Music in Performance must successfully complete the Graduate Applied Performance Evaluation.

The online application for graduate admission may be found here: http://www.westga.edu/gradstudies/. Questions regarding graduate admission to the university should be addressed to the College of Arts and Humanities Graduate Studies Associate by calling 678-839-5453. For questions regarding graduate admission to the Department of Music, please contact the Department of Music at 678-839-6516 or music@westga.edu.

Graduate Music Qualifying Examination

The *Graduate Music Qualifying Examination* in music history and music theory is administered to determine whether the applicant meets competency standards for graduate study in music. [See Exemption information below]. Competencies are evaluated in:

- Music History
- Musical Styles (Aural identification)
- Music Theory, Analysis (score excerpts)
- Aural Skills

The exam is taken at an approved, proctored testing site, either on the West Georgia campus or at a remote location. Testing fees are the responsibility of the candidate. A minimum score of 60% correct response on each section of the examination is required for passage. It may be taken a maximum of three times.

Vocal Principals seeking the Master of Music degree in Performance are required to write an English translation of one short poem from song texts written in the original French, German, or Italian language. A text in one of the three languages must be translated. The applicant may use a hard copy foreign-language dictionary when taking the examination.

Exemption: Students whose transcripts document earned grades of C or better in Music History, Theory, and Aural Skills classes from an accredited institutional member of the National Association of Schools of Music (NASM) are exempt from taking the Graduate Music Qualifying Exam. However, vocalists seeking the Master of Music degree in Performance degree may not exempt the Foreign Language Translation.

Graduate Applied Performance Evaluation

An Applied Performance Evaluation is administered to determine if the applicant meets minimum performance standards for admission to the Master of Music in Performance program. Minimum standards are evaluated through the applicant's presentation of a 20-30-minute entrance recital for the faculty, prior to the first term of enrollment. Applicants must provide their own accompanists.

Graduate Advising

At the beginning of each registration period, the Graduate Advisor sends advisement information to all students in the program. This information includes program sheets, a schedule of course offerings, deadlines to apply for graduation, links to Academic Policies in the Graduate Catalog, and other general and specific advisement information.

Learning Outcomes

The learning outcomes for all programs can be viewed at the Web site https://www.westga.edu/academics/coah/music/music-degree-programs.php.

Master of Music

Music Education, M.M.

Program Requirements
Required Courses
- MUSC 6083 - Research Methods and Materials 3
- MUSC 6110 - History and Philosophy of Music Education 3
- MUSC 6120 - Factors of Musical Learning 3
- MUSC 6184 - Seminar in Music Education 3
- MUSC 6210 - Music History and Literature 3
- MUSC 6220 - Music Theory 3
- EDRS 6301 - Research in Education 3

Electives in Supportive Graduate Courses: 9 Hours
Electives in supportive graduate Music courses and/or approved graduate courses in the College of Education. Up to nine credit hours may be taken in the following:
MUSC 6999 - Thesis in Music 3.0
Total Program: 30 Hours

Music Performance, M.M.

Program Requirements
Required Courses
- MUSC 6083 - Research Methods and Materials 3
- MUSC 6210 - Music History and Literature 3
- MUSC 6220 - Music Theory 3
- MUSC 6800 - Graduate Recital 3

9 Hours from:
- MUSC 6600A - Principal Applied: Piano 1.0
- MUSC 6600B - Principal Applied: Organ 1.0
- MUSC 6600C - Principal Applied: Voice 1.0
- MUSC 6600D - Principal Applied: Strings 1.0
- MUSC 6600E - Principal Applied: Guitar 1.0
- MUSC 6600F - Principal Applied: Flute 1.0
- MUSC 6600G - Principal Applied: Oboe 1.0
- MUSC 6600I - Principal Applied: Clarinet 1.0
- MUSC 6600J - Principal Applied: Bassoon 1.0
- MUSC 6600K - Principal Applied: Saxophone 1.0
- MUSC 6600L - Principal Applied: Horn 1.0
- MUSC 6600M - Principal Applied: Trumpet 1.0
- MUSC 6600N - Principal Applied: Trombone 1.0
- MUSC 6600O - Principal Applied: Euphonium 1.0
- MUSC 6600P - Principal Applied: Tuba 1.0
- MUSC 6600Q - Principal Applied: Percussion 1.0

1 Hour from:
- MUSC 5850 - Applied Conducting 1.0
- MUSC 6610A - Secondary Applied: Piano 1.0
- MUSC 6610B - Secondary Applied: Organ 1.0
- MUSC 6610C - Secondary Applied: Voice 1.0
- MUSC 6610D - Secondary Applied: Strings 1.0

- MUSC 6610E - Secondary Applied: Guitar 1.0
- MUSC 6610F - Secondary Applied: Flute 1.0
- MUSC 6610G - Secondary Applied: Oboe 1.0
- MUSC 6610I - Secondary Applied: Clarinet 1.0
- MUSC 6610J - Secondary Applied: Bassoon 1.0
- MUSC 6610K - Secondary Applied: Saxophone 1.0
- MUSC 6610L - Secondary Applied: Horn 1.0
- MUSC 6610M - Secondary Applied: Trumpet 1.0
- MUSC 6610N - Secondary Applied: Trombone 1.0
- MUSC 6610O - Secondary Applied: Euphonium 1.0
- MUSC 6610P - Secondary Applied: Tuba 1.0
- MUSC 6610Q - Secondary Applied: Percussion 1.0

2 Hours from:

- MUSC 5700 - Wind Ensemble 1
- MUSC 5710 - Symphony Band 1
- MUSC 5720 - Marching Band 1
- MUSC 5740 - Chamber Winds 1
- MUSC 5750 - Concert Choir 1
- MUSC 5760 - Chamber Singers 1
- MUSC 5770 - Opera Workshop 1
- MUSC 5800A - Small Ensemble: Keyboard Ensemble 1
- MUSC 5800B - Small Ensemble: Collegium Musicum 1
- MUSC 5800C - Small Ensemble: Guitar Ensemble 1
- MUSC 5800D - Small Ensemble: Flute Choir 1
- MUSC 5800E - Small Ensemble: Clarinet Choir 1
- MUSC 5800F - Small Ensemble: Saxophone Choir 1
- MUSC 5800G - Small Ensemble: Woodwind Ensemble 1
- MUSC 5800I - Small Ensemble: Horn Choir 1
- MUSC 5800J - Small Ensemble: Trumpet Choir 1
- MUSC 5800K - Small Ensemble: Trombone Choir 1
- MUSC 5800L - Small Ensemble: Tuba/Euphonium Ensemble 1
- MUSC 5800M - Small Ensemble: Brass Ensemble 1
- MUSC 5800N - Small Ensemble: Percussion Ensemble 1
- MUSC 5800O - Small Ensemble: Jazz Combo 1
- MUSC 5800P - Small Ensemble: Basketball Band 1
- MUSC 5800Q - Small Ensemble 1

Electives in Supportive Graduate Music Courses: 6 Hours
Electives must be approved by the advisor. Electives include studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, pedagogy, and thesis. Up to nine credit hours may be taken in the following:

- MUSC 6999 - Thesis in Music 3.0

Total Program: 30 Hours

Graduate Recital
The recital, for which 3 credits are earned, is required in the performance-major program and may be considered for one of the approved electives in the music education program. The recital must consist of 40-60 minutes of music based on studies in Principal Applied. Each recital must be approved in a hearing at least two weeks prior to the performance. The student and accompanist are expected to demonstrate a concert-ready level of performance on all selections, as determined by a majority vote of three or more music faculty members. The performance of the recital is evaluated

by the student's graduate faculty committee. A principal-applied voice recital must include works sung in English, French, German, and Italian.

Ensemble Requirements
Each graduate student majoring in Performance must participate in a conducted or coached ensemble for a total of 2 credit hours, usually for one credit per semester. The ensemble requirement may be satisfied by participation in any approved graduate instrumental and/or vocal ensemble. The ensemble must meet a minimum of one hour per week with a faculty member and culminate in public performance. The ensemble experience must be in the principal-applied area.

Approved Electives
All Master of Music degree programs require approved elective courses at or above the 5000 level, which must be selected in consultation with the student's advisor and/or the department chair. Students may elect to take courses related to their major area of study or other approved supportive courses.

Application for Graduation and The Faculty Committee
The graduate music student must apply for graduation one semester prior to the proposed graduation semester. This is done through the Student Services tab within the student's MyUWG account. Before the student applies for graduation, a committee of graduate music faculty is determined in consultation with the Chair of the Department of Music. The committee must consist of three graduate faculty members, including the student's major professor and two additional graduate faculty members who have worked with the student during his or her program of study.

Comprehensive Final Examination
A comprehensive final examination is administered during the final semester of study to all candidates seeking a Master of Music degree. The examination is conducted orally and is designed to help determine the student's ability to synthesize a broad body of knowledge gained through graduate study. Students may be asked questions of a practical, theoretical, or historical nature as well as specific and general questions relating to the plan of study.
One semester prior to the examination, the student must request examination questions from each member of his or her faculty committee. In addition, the student must coordinate the scheduling of the oral examination with the members of the committee.

In preparation for the oral examination, candidates for the Master of Music in Music Education must prepare a written report based on questions from the faculty committee. Each committee member will submit one question for the candidate. Each candidate response should be between 1000-1500 words in length (exclusive of references). At least one response must directly address research processes and findings from a primary area of interest in music education. The candidate must present copies of this written report to each member of the faculty committee at least one week prior to the scheduled oral examination. Candidates should be prepared to elaborate on the written report as part of the oral examination process. The oral exam will be conducted on the UWG campus or via video-conferencing as approved by the committee.

Selections performed on the graduate recital by candidates for the Master of Music in Performance serve as the basis for answering general and specific questions at the final comprehensive oral examination. Candidates should be prepared to demonstrate extensive knowledge-historical, theoretical, stylistic, and pedagogical-of all works and styles performed on the graduate recital. Students are required to provide scores, and per committee request, may be required to submit analyses prior to their comprehensive final oral examination. The oral exam will be conducted on the UWG campus.

Thesis Option

Students in the Master of Music program who plan to pursue additional graduate study may wish to consider selecting the Thesis Option as part of their degree requirements. The completion of a Master's Thesis is documentation of one's scholarship and generally is considered to indicate expertise in a given area of study. Students pursuing the thesis option may register for 3, 6, or 9 hours of credit in MUSC 6999 - Thesis in Music, as approved electives.

Prior to selecting the Thesis Option, the student must establish his or her graduate faculty committee. The student will work with the committee to develop a thesis topic proposal and complete the thesis document under the direct guidance of the committee chairperson. It is expected that the manuscript will demonstrate high standards of scholarship. Once the topic has been chosen, a formal proposal is prepared. The proposal, when fully developed, must be approved by the candidate's committee. During the research and writing of the thesis document, the candidate is advised to consult regularly with the major professor and the other members of the committee. Following approval of the committee, the document must be defended orally.

Graduate Assistantships

Graduate Assistantships and Graduate Research Assistantships in Music are available on a competitive basis to qualified residential graduate students. In the College of Arts and Humanities, Graduate Research Assistants are employed as either full-time assistants or half-time assistants. Both in-state tuition and out-of-state tuition are waived for qualified Graduate Research Assistants.

College of Education

Dianne L. Hoff, Dean
678-839-6570
coe.westga.edu/

Mission Statement

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

Vision Statement

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

Master of Arts in Teaching Degree

The Master of Arts in Teaching is available for those who would like to add a Georgia Educator Certificate to an existing undergraduate degree. The MAT in Secondary Education is delivered primarily online, with field experiences in public schools, and leads to a master's degree with teaching certification in grades 6-12. The program is a good fit for those who are career changers, provisionally-certified teachers, or recent college graduates. Refer to the College of Education Department of Early Childhood through Secondary Education website for GaPSC-approved undergraduate degrees and their associated content fields in secondary education. The special education program accepts undergraduate degrees in any field. An additional 15-credit hour concentration area will be required for certification in special education.

Master of Education Degree

The Master of Education degree is designed for individuals seeking to expand and strengthen their professional preparation in knowledge and pedagogy. The College offers the Master of Education degree in elementary education, professional counseling (College Student Affairs, Clinical Mental Health Counseling, School Counseling), media (Instructional Technology and School Library Media), reading education, special education (general curriculum), and speech-language pathology. Most majors consist of a minimum of 36 semester hours of course work. Students seeking the clinical mental health counseling option in Professional Counseling require 60 hours; students seeking the school counseling option in Professional Counseling require 48 hours; students seeking the college student affairs option in Professional Counseling are required to complete 42 hours. Both the clinical mental health counseling and school counseling programs in Professional Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and designed to meet academic requirements for licensing as a professional counselor (LPC) in Georgia.

The Master of Education in Speech-Language Pathology is accredited by the Council for Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association.

Minimum University System admission requirements for master's degree studies are as follows, but each department offering the master's degree may set additional admission requirements.

Regular Admission

The student must hold an undergraduate degree from an accredited college or university with an undergraduate major in, or prerequisites for, the planned field of study where applicable.
For most programs, applicants must have earned a minimum 2.7 undergraduate grade point average calculated on all work attempted in which letter grades were awarded. Contact the Graduate Studies Office for information concerning the graduate program to which you are applying for more information. MAT scores are unacceptable for admission into the M.Ed. programs. Scores from the ETS PRAXIS or Georgia Assessments for the Certification of Educators (GACE) tests are unacceptable for admission into M.Ed. degree programs.

These are minimum requirements. Applicants should see program sections for specific program admission and exit criteria.

Students must have the recommendation of the major department to be accepted for admission. Certain programs require the Level-4 teaching certificate or its equivalent.

Specialist in Education Degree

The programs leading to the Specialist in Education degree are designed to provide a further specialization for instructional service and leadership personnel in fields of professional education and professional counseling. The degree requires completion of 27 semester hours after completion of the Master's degree. The programs of study are planned to achieve a distribution for the student's entire graduate program among the teaching field or area of competence, educational foundations, behavioral sciences, and electives.
The Specialist in Education degree is offered with majors in educational leadership, elementary education, media (instructional technology and media specialist), professional counseling, and special education.

Students seeking an Ed.S. degree in elementary education, media (instructional technology and school library media), professional counseling, secondary education (biology, broad field science, business, chemistry, economics, English, history, mathematics, and earth science), and special education should have previously completed requirements for a master's degree in the same field. Typically, eligibility for the level-5 certificate, based on master's-level work in the same field, must be established before admission to the Ed.S. program. Applicants must check with each program advisor to determine prerequisites needed for admission to the Ed.S. program. Courses taken prior to admission to an Ed.S. program will not count towards the hourly requirements of an Ed.S. degree program.

Only regular admission is used for the Education Specialist degree with the following minimum University System admission requirements being established: a master's degree from an accredited graduate institution, a 3.0 grade point average on all graduate work attempted, and satisfactory test scores. Contact the Graduate Studies Office for information concerning the graduate program to which you are applying for more information. MAT scores are not accepted for admission into the Ed.D. programs in School Improvement and Professional Counseling and Supervision. Scores from

the ETS PRAXIS series or Georgia Assessments for the Certification of Educators (GACE) tests are not accepted for admission into Ed.S. degree programs. However, they may be required for certification. Each department offering the Ed.S. degree may set higher standards.

Non-Degree Initial Teacher Preparation Programs Policies and Procedures

1. Candidates must have a bachelors degree from an accredited college or university. The bachelor degree program must reflect a broad general education with at least two courses from these three areas: (a) humanities, (b) mathematics/science, and (c) social sciences.
2. Candidates must meet the following requirements for admission to teacher education:
   a) Overall minimum GPA.

   b) For elementary, art, and music, a grade point average of 2.7 overall from last conferred degree.
3. Satisfactory completion of the program admission assessment (or exemption) required of all candidates admitted to teacher education-GACE Basic Skills/Program Admission Assessment or Praxis I. (Praxis I is appropriate only for candidates who achieved a passing composite score on this test on or before September 1, 2006). See academic advisors for specific details.
4. Completion of the GACE Educator Ethics - Program Entry Assessment.
5. The candidate must present to the program advisor a copy of all transcripts and other documentation required by the program.
6. Prior to admission, the program advisor will develop a program of study to be signed by the candidate and the department representative. This program of study will be valid for three years.
7. Candidates must complete the majority of courses required in the program of study at University of West Georgia. Curriculum, methods, and internship/practica must be taken at University of West Georgia. All internships and practica sites will be located in the University of West Georgia area.
8. Staff Development Unit (SDU)/Professional Learning Unit (PLU) credit may be accepted for meeting certain program requirements. The most commonly used are: Introduction to Special Education, Teaching of Reading and Writing, and a course that meets the computer skill competency requirement. SDU/PLU will not be accepted to meet teaching field (content) requirements.
9. Candidates must earn a grade of C or better in all courses and maintain a 2.7 term GPA.
10. A limited number of graduate courses, not to exceed 3 (9 semester hours), used for initial certification may be counted toward a Master of Education. Check with individual departments for specific requirements.
11. *Graduate candidates* who were previously enrolled, but have not been in attendance for three semesters must apply for readmission with the Graduate Studies Office and with the College of Education and meet Teacher Education requirements in place when readmitted.

Retention

In addition to the specific requirements for admission to teacher education, the candidate must meet the following requirements for retention in teacher education programs.

1. Demonstrate knowledge, attitudes, and skills appropriate for the various stages of the preparation program.
2. Maintain the minimum grade point average needed for admission to the program.

3. Earn a grade of C or better in each course and maintain a 2.7 term GPA.
4. Successfully complete each field experience undertaken prior to the next step in the sequence, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, and students.

Program Completion Requirements

Candidates are eligible for the Georgia educator certificate only upon successful completion of the teacher education program and a passing score on the appropriate certification tests as required by the Georgia Professional Standards Commission.

Candidates must meet the following requirements for successful completion of the teacher education program:

- Complete specific program requirements as outlined by the approved program of study.
- Complete SPED 3715 or departmental approved alternative to meet the special education requirement of Georgia House Bill 671.
- Earn a grade of C or better in each course and maintain a 2.7 term GPA.
- Complete successfully all field experiences, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, and students.

Internship/Practicum Fee

A course-related fee is associated with internships and practicums in educator preparation programs at the University of West Georgia. The fee, which was endorsed by the West Georgia Student Government Association, is used to provide honoraria to members of schools who assist our graduate students in their field placements at the student teaching internship experience level. The funds will also be used for costs associated with field experiences such as evaluation forms and supervision travel.

Tk20

The College of Education uses Tk20 to collect, manage and use candidate performance data for program improvement and to monitor candidate progress. Graduate students are asked to purchase this instructional resource when they are admitted to a program (degree and non-degree). The subscription is active for 10 years and serves as the basis for an assessment system that supports efforts to maintain accreditation such as CAEP (formerly NCATE), CACREP, and ACC. Additional information can be found on course syllabi and on the COE Tk20 Information Page (www.westga.edu/academics/education/tk20-system.php)

UWG Pre-Kindergarten

West Georgia operates a pre-kindergarten in the Education Annex for children aged four to five years who meet eligibility requirements for Georgia Pre-K. The program is under the direction of the COE Dean's Office. The pre-kindergarten program is open from 8 a.m. to 2:30 p.m. weekdays, August through May.
During the regular school year, the program employs four full-time general education teachers, one special education teacher, and four assistant teachers. There are three general education classrooms and one inclusion classroom housed in the Pre-K. Practicum experiences are provided for numerous graduate and undergraduate students in several fields of study.

The four-year-old pre-kindergarten program is funded through a state grant from Bright from the Start.

For further information, call 678-839-6563.

TecHUB

The Technology - Enhanced Curriculum center (TecHUB) supports teaching and learning within the College of Education by providing collaborative workspaces, innovative technologies, and other curricular resources to students, teachers, faculty, and other educational professionals. The TecHUB collection consists of both print and non-print materials for use in elementary, middle, and secondary schools, as well as other educational spaces. The TecHUB provides access to cutting-edge technologies, e-books, and immersive and interactive tools. Hours of operation, checkout policies, and general information can be found at https://www.westga.edu/academics/education/techub.php.

Test Center

The Test Center is located in the College of Education Comprehensive Community Clinic, and houses over 200 tests in various categories including achievement, developmental, personality, intelligence, speech and language, and reading. Its primary purpose is to enhance students' learning experiences and abilities to select, administer, interpret, and apply assessments under supervision of faculty. A secondary purpose of the Test Center is to provide appropriate resource assessment materials needed by faculty to support relevant teaching and research activities. Hours of operation, checkout policies, and a list of available tests can be found at https://www.westga.edu/academics/education/techub.php.

Department of Communication Sciences and Professional Counseling

Professional Counseling (College Student Affairs, Clinical Mental Health Counseling, School Counseling)

Education Annex 239 • 678 839 6567
https://www.westga.edu/academics/education/cspc/index.php

Professors:
J. Chibbaro

Associate Professor:
M. Parrish (Chair), M. Varga, J. Whisenhunt

Assistant Professors:
R. Bronkema, C. Land, L. Ricks, O. Uwamahoro

Learning Outcomes:
The Area of Professional Counseling currently offers three graduate degrees in counseling, M.Ed. in Professional Counseling (College Student Affairs, Clinical Mental Health Counseling, School Counseling), Ed.S. in Professional Counseling, and Ed.D. in Professional Counseling and Supervision. The M.Ed. programs in Clinical Mental Health Counseling and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The M.Ed. in College Student Affairs meets the criteria for master's programs in the 6th edition of the Council for the Advancement of Standards in Higher Education (CAS).

Speech-Language Pathology
Education Annex 239 • 678-839-6567
https://www.westga.edu/academics/education/cspc/index.php

Associate Professor:
L. Farran

Assistant Professors:
J. Matthews, T. Perryman, J. Sullivan

Instructors:
A. Brock, E. Leak

Learning Outcomes:
The learning outcomes for students completing the Master of Education in Speech-Language Pathology are taken from the National Board of Professional Teaching Standards (NBPTS) Five Core Standards (www.nbpts.org). The Master of Education in Speech-Language Pathology at University of West Georgia is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) and leads to the Certificate of Clinical Competence through ASHA. Students are expected to meet learning outcomes that are aligned with ASHA standards.

Master of Education

Professional Counseling, M.Ed.

The M.Ed. in Professional Counseling is designed for graduate students preparing for employment as professional counselors in schools, community and clinical agencies, and colleges/universities or for careers in college student services in colleges and universities. Three options of study, School Counseling, Clinical Mental Health Counseling, and College Student Affairs, are available. The School Counseling program consists of a minimum of 48 semester hours (2 years of full time study). The Clinical Mental Health Counseling program consists of a minimum of 60 semester hours (2-1/2 years of full time study). The College Student Affairs program consists of a minimum of 42 semester hours. A student will receive faculty endorsement only for the relevant option and plan of study completed.

Core courses in School and Clinical Mental Health Counseling include studies in theory and practice of counseling, life span and career development, individual and group counseling, multicultural counseling, testing and appraisal, research crisis and trauma counseling, substance abuse counseling, and couples/family counseling. Supervised practicum and internship experience specific to the chosen option also are required.

The School Counseling program is preparatory for certification (S-5) in kindergarten, elementary, middle, and secondary school counseling. Completion of the M.Ed. in School Counseling meets one of the requirements for professional certification as a school counselor (S-5) in Georgia. Passing scores on the GACE Basic Skills/Program Admission Assessment, GACE Content Assessment, and verification of program completion from the University of West Georgia also are required.

The Clinical Mental Health Counseling program is preparatory for a wide variety of positions in community agencies, business, and institutions. The Clinical Mental Health Counseling option meets the current educational requirements for licensure as a professional counselor (LPC) in Georgia and both the Clinical Mental Health and School Counseling options meet the educational requirements for national counselor certification (NCC) through the National Board for Certified Counselors.

The College Student Affairs program includes course work in basic counseling skills and theory, research, foundational courses in student affairs and theories of student development, and higher education administration. It also provides practical experiences in various aspects of student affairs.

The College Student Affairs program provides graduates with knowledge, skills, and dispositions required to work with college students in a variety of settings within higher education organizations. This program emphasizes a counseling foundation for preparing college student affairs personnel to foster student development. Completion of this degree does NOT meet the requirements for licensure as a professional counselor or certification as a school counselor in Georgia and candidates will not be endorsed for either credential.

General Admission requirements to all Master of Education (M.Ed.) programs in Professional Counseling include
- Minimum 2.7 undergraduate GPA

- Minimum GRE composite score of (a) 800 (before August 1, 2011, minimum of 400 verbal and 400/3.5 quantitative or analytical writing), or (b) 286 (after August 1, 2011, minimum of 146 verbal and 140/3.5 analytical writing)
- Current resume
- Written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to chosen option, career goals, and anticipated benefits from the program.
- Interview with faculty. This interview will focus on the assessment of factors such as emotional maturity, professional related experience, readiness for the program, life experiences, attitude, compatibility with department goals, and communication/interpersonal skills.

Additional Admission requirements specific for School Counseling program includes
- Passing score on GACE Basic Skills/Program Admission Assessment or exemption scores.

Additional Admission requirement specific for College Student Affairs Counseling program includes
- Two letters of recommendation (i.e., one from a faculty member and one from a current or former supervisor or professional colleague).

Learning Outcomes (School and Clinical Mental Health Counseling)
- Candidates will demonstrate professional dispositions consistent with the field of professional counseling, as measured by an average rating of "proficient" or higher on a summative administration of the Professional Dispositions and Behaviors Rubric.
- Candidates will demonstrate professional skills consistent with the field of professional counseling, as measured by an average rating of "proficient" or higher on a summative administration of the Field Placement Evaluation.
- Candidates will know the major concepts, theories, and practices articulated in current counselor preparation standards, as measured by a passing score on the Counselor Preparation Comprehensive Examination (CPCE).

Program Goals (School and Clinical Mental Health Counseling)
Students will:
- Develop and demonstrate an identity as a professional counselor
- Demonstrate an understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants
- Demonstrate an understanding of and compliance with codes of ethics and standards of practice of the counseling profession
- Demonstrate ability to use technology to enhance services delivered to clients/students
- Demonstrate an understanding of and skills to work with and advocate for diverse client/student populations
- Demonstrate an understanding and practical application of theories of individual, group, and couples/families counseling and human development
- Demonstrate ability to facilitate growth, development, success, and health with clients/students in individual, group, and couples/families settings

- Demonstrate an understanding of approaches to research, assessment, and evaluation and use of data to meet the needs of clients, students, and/or communities
- Demonstrate an understanding of career development theories and ability to facilitate client/student career decision making and/or opportunities
- Demonstrate ability to work with clients/students experiencing crisis and trauma (CMHC)
- Demonstrate ability to work with diverse populations on issues of substance misuse and abuse (CMHC)

Learning Outcomes (College Student Affairs Counseling)
Students will:
- Demonstrate understanding of the historical, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice;
- Demonstrate the ability to apply ethical principles to practice;
- Demonstrate understanding of and respect for human diversity and the special needs of minority students;
- Demonstrate the ability to apply basic counseling skills and appropriate development theory to understand, support, and advocate for student learning and development;
- Demonstrate knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities;
- Demonstrate knowledge and skills required to design and evaluate effective educational interventions for individuals and groups;
- Demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission; and
- Demonstrate the ability to identify and apply assessment, evaluation, and research skills in an ethical and legal manner

Speech Language Pathology, M.Ed.

Applicants are accepted for the fall term only.
For admission to the graduate program in speech-language pathology, the applicant must have:
- Undergraduate GPA of 3.0
- GACE Program Admission Assessment or exemption
- GRE scores of 147 verbal, 147 quantitative and 3.5 analytical (or 1000 combined GRE score: preferred; 800 GRE score minimum)
- Three strong letters of recommendation
- Interview with speech-language pathology faculty by invitation only
- On-site writing sample
- Clear criminal background check

Students with undergraduate majors other than speech-language pathology must complete the undergraduate prerequisite course sequence before taking graduate level courses in speech-language pathology. Students planning to work in the P-12 setting must take 12 credit hours in addition to SLPA courses in order to obtain service certification. Additional requirements may be incurred as the program of study is planned.

Specialist in Education

Professional Counseling, Ed.S.

The Ed.S. degree is designed for graduate students with a master's degree in counseling, or very closely related degree, who desire further specialization as professional counselors and a higher level of competence in their work settings. The degree consists of 27 semester hours after completion of the master's degree.

Admission Requirements Include:
- Master's degree in counseling or very closely related field
- Minimum 3.0 graduate GPA
- Minimum GRE composite score of 900 (prior to August 1, 2011; minimum of 450 verbal and 450 quantitative) or GRE composite score of 291 (on or after August 1, 2011; minimum of 150 verbal and 141 quantitative); and 3.5 analytical writing score.
- Current resume
- Written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to chosen option, career goals, and anticipated benefits from the program.
- Interview with faculty. This interview will focus on the assessment of factors such as emotional maturity, professional related experience, readiness for the program, life experiences, attitude, compatibility with department goals, and communication/interpersonal skills.
- If the prospective student's master's degree is NOT from a CACREP accredited counseling program, the student must have taken the equivalent of:
- CEPD 7138 - Multicultural Counseling 3
- CEPD 6140 - Introduction to Counseling Practice 3
- CEPD 6131 - Counseling Theories 3
- CEPD 6160 - Group Counseling 3
- CEPD 7152 - Research and Program Evaluation 3
- CEPD 6188 - Practicum: Professional Counseling 3

Note:
Equivalency of courses must be determined and approved by the student's advisor. Students who are admitted without having the equivalent of the above courses are expected to complete them successfully before taking the required Ed.S. coursework. These prerequisite courses will not count toward meeting the requirements for the Ed.S. degree.

Doctorate in Education

Professional Counseling and Supervision, Ed.D.

The mission of the Professional Counseling and Supervision program is to prepare School and Community Counselors to be exemplary leaders in professional counseling and supervision and in program evaluation. In addition, they will demonstrate a commitment to helping marginalized and underserved populations in the communities, schools, and agencies they serve. The program consists of 111 graduate hours, 36 hours beyond a 48 hour CACREP accredited (or CACREP equivalent) master's degree and 27 hour Ed.S. degree in counseling. After a rigorous screening process, cohorts are selected in March of each year, and students will be notified of their

acceptance in April. The fully online degree program begins in the summer semester. The program is designed to be completed in two full years (6 semesters, including summers). Successful completion and defense of a dissertation are required.

Admission Requirements Include:

- Official transcripts of work completed to earn undergraduate, master's, and education specialist degrees
- An Education Specialist degree in counseling from an accredited institution
- A master's degree in counseling from a CACREP accredited program. If the program was not CACREP accredited at the time of the applicant's graduation, the applicant must demonstrate that the program was substantially CACREP equivalent
- Minimum graduate grade point average (GPA) of 3.5 on a 4.0 scale for all graduate course work
- Professional Counselor License or School Counselor License or Certificate
- Official GRE scores (Quantitative and Verbal Reasoning) to UWG. Scores must be dated July 1, 2011, or more recent to be accepted. Minimum expected scores are: Verbal Reasoning 151 and Quantitative Reasoning 142.
- A 300-500 word essay presenting the applicant's professional goals and the relationship between those goals and the program mission
- Three recommendations from professionals who are familiar with the applicant's professional qualities and academic potential on the Professional Counseling and Supervision recommendation form
- A vitae listing contact information, educational background, employment history, awards and recognitions, presentations, etc.
- Minimum of three years of counseling experience in private or public schools, community agency, university, hospital, or private practice
- Please see website for complete further information: http://www.westga.edu/eddpcs/

Department of Early Childhood through Secondary Education

Elementary Education
Education Annex 109 • 678-839-6559
https://www.westga.edu/academics/education/ecse/index.php

Professors:
J. Drake (Chair), R. Morris

Associate Professors:
F. Stonier, J. Strickland

Assistant Professors:
S. Britton, J. Edelman

Instructor:
C. Wadlington

Learning Outcomes:
The Area of Elementary Education utilizes the five core propositions of the National Board of Professional Teaching Standards (NBPTS) for its M.Ed. program. The Elementary Education Ed.S. program utilizes the Interstate Teacher Assessment and Sup-port Consortium (InTASC) Model Core Teaching Standards and Learning Progressions -
See more at:
http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Secondary Education
Education Annex 109 • 678-839-6559
https://www.westga.edu/academics/education/ecse/index.php

Professor:
J. Butler

Assistant Professors:
R. Gault, B. Gilles, R. Huss, N. Ramsay-Jordan

Learning Outcomes
The Area of Secondary Education utilizes the five core propositions of the National Board of Professional Teaching Standards (NBPTS) for our graduate programs. See www.nbpts.org.

Master of Arts in Teaching

Secondary Education, M.A.T.

The Master of Arts in Teaching is available for those who would like to add a Georgia Educator Certificate to an existing undergraduate degree. The MAT in Secondary Education is delivered primarily online, with field experiences in public schools, and leads to a master's degree with teaching certification in grades 6-12. The program is a good fit for those who are career changers,

provisionally-certified teachers, or recent college graduates. Refer to the College of Education Department of Early Childhood through Secondary Education website for GaPSC-approved undergraduate degrees and their associated content fields in secondary education.

For admission, students must have an approved undergraduate degree with a 2.7 GPA; must complete the Georgia Educator Ethics - Program Entry Assessment, must pass the GACE Basic Skills/Program Admission Assessment; and must pass the GACE Content Assessment in their selected teaching field. No GRE required. There are field experiences required in select courses and one full semester of student teaching is required.

Master of Education

Elementary Education, M.Ed.

A master's degree in Elementary Education can be achieved by completing a program designed to promote research-based practices that ensure that all students can and do learn. Applicants must normally have an undergraduate degree in Early Childhood or Elementary Education to enter the program. The program consists of a minimum of 36 hours of course work.

In addition to the requirement for regular admission, the following requirements apply for applicants to the M.Ed. degree in Elementary Education:

- Applicants must have an undergraduate degree in Early Childhood or Elementary Education or a renewable professional certificate in Early Childhood or Elementary Education with a minimum overall 2.7 GPA.

Courses include 12 hours in professional studies, 6 hours in research and assessment, 15 hours in elementary content, and 6 hours of electives.

Specialist in Education

Elementary Education, Ed.S.

Understandings and skills necessary for teaching children P-5 are the focus of this program. The program of 27 hours is based on a student's background. This program will include 3 hours of Students as Learners, 6 hours of Societal Issues, 6 hours of Classroom Issues, 9 hours of Research and Inquiry, and 3 hours of electives. Admission to the program requires a level 5 clear, professional certificate in Elementary Education based on an earned Master of Education degree in Elementary Education. Any other master's degree with teacher certification must meet the content specialization requirement in the Elementary Education master's degree program in order to be admitted into the Ed.S. program. In addition to the requirements for regular admission, the following requirement applies for applicants to the Ed.S. degree in Elementary Education:

- Applicants must have a minimum overall 3.0 GPA.

Secondary Education, Ed.S.

The Education Specialist degree with a major in Secondary Education is offered with a concentration in Biology, Broad Field Science, Business, Chemistry, Economics, English, History, Mathematics, Physics, or Political Science. This program provides advanced preparation for an in-depth knowledge of the teaching field and an opportunity for utilization of research methods and professional literature. Each concentration includes a minimum of 27 hours of graduate work distributed among courses in professional education, content specialization, and research, and includes a culminating project. The SEED EdS coursework is delivered 95-100% online. Applicants must have a master's degree with a 3.0 or higher GPA, passed the GACE Content Assessment in their area of concentration, a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license), and three years of teaching experience in grades 6-12.

Educator Certification

Elementary Education Educator Certification Program

A non-degree initial preparation program is available in the field of Elementary Education. Applicants must have earned a baccalaureate degree and meet admission requirements for Teacher Education. Apply for admission through the UWG Graduate School online at www.westga.edu/gradstudies/.

Endorsement

K-5 Mathematics Endorsement

The K-5 Mathematics Endorsement program is designed to strengthen and advance mathematics content knowledge, provide professional growth, and promote changes in practice that impact student achievement. To be eligible for the program, an individual must hold a Clear Renewable teaching certificate and have a minimum of one year of teaching experience. With this endorsement, individuals teaching mathematics in grades K-5 will be eligible to earn salary incentives when funded by the General Assembly.

12 semester hours of graduate credit as follows:
- EDME 7271 - Elementary Mathematics I 3
- EDME 7271L - Elementary Mathematics I Lab 1
- EDME 7272 - Elementary Mathematics II 3
- EDME 7272L - Elementary Mathematics II Lab 1
- EDME 7273 - Advanced Strategies for Teaching Elementary Mathematics 3
- EDME 7273L - Advanced Strategies for Teaching Elementary Mathematics Lab 1

K-5 Science Endorsement

The K-5 Science Endorsement program is designed to strengthen and advance science content knowledge, provide professional growth, and promote changes in practice that impact student achievement. 5. To be eligible for the program, an individual must hold a Clear Renewable teaching certificate and have a minimum of one year of teaching experience. With this

endorsement, individuals teaching science in grades K-5 will be eligible to earn salary incentives when funded by the General Assembly.

12 semester hours of graduate credit as follows:
- EDSE 7271 - Life Science For In-Service Elementary Teachers 3
- EDSE 7272 - Physical Science for In-Service Elementary Teachers 3
- EDSE 7273 - Earth and Space Science for In-Service Elementary Teachers 3
- EDSE 7274 - Pedagogical Strategies and Residency Requirements for Inquiry-Based Elementary Science Instruction 1.0

Department of Educational Technology and Foundations

Education Annex 139/146 • 678-839-5259/678-839-6558
https://www.westga.edu/academics/education/etf/index.php

Professors:
D. Baylen, D. Putney, P. Snipes

Associate Professors:
Y. An, L. Haynes, J. Huett, M. Johnston, M. Slone, L. Willox (Chair), Y. Yang

Assistant Professors:
A. D'Alba, J. Gratch, K. Huett, T. Peterson

Lecturer:
O. Cooper

Learning Outcomes:
For the learning outcomes for all programs refer to the web site
https://www.westga.edu/education/etf.

Master of Education
Media, M.Ed.
Degree Requirements
The major in media is designed to prepare school library media specialists and instructional technologists at the graduate level. The master's program requires 36 semester hours and consists of three program concentrations: (1) media specialist with certification; (2) instructional technology with certification and (3) media specialist with certification and instructional technology certification. Concentration three is available only for candidates who already hold a professional teaching certificate.
With concentration one, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures.

With concentration two, candidates are provided with opportunities to prepare them for work in P-12 schools, higher education, corporate, health care, and government organizations. The focus is on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, problem solving for technology-related issues, and making use of formative and summative data for instructional decisions.

With concentration three, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. There is also a focus on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, and problem solving for technology-related issues.

All master's programs require a bachelor's degree from a regionally accredited institution.
All concentrations require 36 hours of graduate credit.

Specialist in Education

Media, Ed.S.

Degree Requirements
This program provides advanced preparation for school library media specialists, instructional designers, instructional technology coordinators, and teachers seeking to gain additional skills in instructional technology for integration into the P-12 classroom. The Ed.S. in Media program consists of two program concentrations: (1) School Library Media and (2) Instructional Technology. Admission requires a master's degree in any field and at least a 3.0 GPA. Applicants for concentration one in School Library Media must be eligible for S-5 certification in School Library Media. Exit certification eligibility is determined by the certificate held during admission to the program. Students are advised individually concerning certification eligibility. A minimum of 27 semester hours of graduate study after completion of the master's degree are required. Concentrations one and two candidates take 9 hours of required media and instructional technology courses, 6 hours of educational research and program evaluation, and 12 hours of electives in media and instructional technology.

Educator Certification

Initial and Add-On Educator Certification

In addition, the Department offers initial and add-on certification in Media Specialist and add-on certification in Instructional Technology. Students who possess a master's degree and hold or are eligible for a Georgia teaching certificate can do the add-on certification program in school library media and/or instructional technology; those with a master's degree and no teaching certification are eligible for the initial certification program in school library media only. In both cases, students are given individual programs that are based on their entry skills and previous course work.

Department of Leadership, Research, and School Improvement

Educational Leadership
Education Annex 216•678-839-2463
https://www.westga.edu/academics/education/lrsi/index.php

Professor:
D. Hoff (Dean)

Associate Professors:
M. Gantner (Associate Provost), M. Hooper, A. Nixon (Chair)

Assistant Professor:
C. Johnson

Instructor:
G. Evans

Learning Outcomes:
Education leaders build a collective vision of student success and well-being.
Education leaders build consensus among all stakeholders of what students should know and do as a consequence of their participation in schools, as well as what it means for students to become well adjusted, contributing members of society. Building such a vision can require reconciling possibly competing perspectives among diverse members of the school community. Based on this vision, leaders plan, implement, monitor and evaluate impact to promote continuous and sustainable improvement.

Education leaders champion and support instruction and assessment that maximizes student learning and achievement.
Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. They seek to maximize student learning through authentic and differentiated pedagogy, systems of support and effective assessment strategies that inform instruction. They develop and coordinate these systems in ways that create opportunities to personalize the academic program to meet individual student needs. The effectiveness of implementation and the impact of these systems on student learning are evaluated.

Education leaders manage and develop staff members' professional skills and practices in order to drive student learning and achievement.
Education leaders support the professional learning of effective, caring teachers and leaders who are able to work with students productively in the classroom and who can collaboratively lead a school or district. Building an effective staff takes careful personnel recruitment, selection, assignment of responsibilities, support, evaluation and retention. Developing the professional skills of educators involves such activities as coaching, creating supportive conditions and fostering a learning community.

Education leaders cultivate a caring and inclusive school community dedicated to student learning, academic success and personal well-being of every student.
Education leaders create healthy, safe, and supportive school environments in which students are known, accepted, valued and empowered to reach their fullest potential. Leaders do so by fostering

a culture defined by high expectations, trust and a collective sense of responsibility for the academic, social and emotional needs of all students.

Education leaders effectively coordinate resources, time, structures and roles to build the instructional capacity of teachers and other staff.
Education leaders strive to ensure that staff have the requisite organizational resources, time, structures and roles to increase student learning and achievement. They think creatively about class schedules, student and teacher assignments, the use of technology in the classroom, and the allocation of time and space for staff to exchange ideas and collaborate.

Education leaders engage families and the outside community to promote and support student success.
Education leaders build and sustain productive relationships with families and other community partners in the government, non-profit and private sectors. They promote understanding, appreciation and use of the community's diverse cultural, social, and intellectual resources. They communicate regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts.

Education leaders administer and manage operations efficiently and effectively.
Education leaders are responsible for the effective, efficient, equitable and ethical management of schools and districts. Their responsibilities include garnering and allocating resources, monitoring and addressing internal and external regulatory requirements, developing organizational policies and practices, and other administrative duties that maintain the continued viability of the school or district.

School Improvement
Education Annex 216 • 678-839-5162
https://www.westga.edu/eddsi/
Please check our website for the most up-to-date information.

Mission Statement
Our mission is to develop educational professionals who initiate systemic and sustainable improvement in schools. Graduates will strategically and collaboratively plan, design, implement, and document the impact of educational improvements that promote and increase the academic achievement and social development of all students.
Our program is grounded in research, knowledge and skills, teaching and learning processes, and a commitment to diversity. We are dedicated to instructional excellence, evidence-based practice, the integration of technology, the exploration and communication of new knowledge through applied research, and multi-faceted collaboration.

Specialist in Education

Educational Leadership, Ed.S.

Degree Requirements
The University of West Georgia's performance-based Educational Specialist (Ed.S.) Leadership Degree program emphasizes job embedded learning. Candidates who successfully complete the program earn a Tier II Leadership Certificate (PL-6) in educational leadership. A primary component of the program is a field-based residency in which students are provided the opportunity to practice, learn and demonstrate performance while on the job as an educational leader. Admission requirements include the following:

- A Master's degree from a nationally or regionally accredited institution
- Hold a leadership position in a local education agency (LEA), or other service organization with which the university has a formal partnership agreement.
- Be recommended by the Superintendent, Headmaster, or the senior administrator of the employing LEA or organization.
- Must have "Tier I", "L", or "PL" certification
- Must complete Georgia Ethics for Educational Leadership - Program Entry Assessment (Test 370)

Doctorate in Education

School Improvement, Ed.D.
Program Overview
The School Improvement Doctoral Program offers a unique opportunity for educators looking for an interdisciplinary, inquiry-based doctoral program that prepares graduates to become change agents in the schools they serve. Program goals include the graduates:

- are prepared to lead improvements in educational settings
- move schools and stakeholders in directions that promote and increase student learning and social development and ultimately benefit society
- are able to influence others toward a shared commitment to a common purpose
- understand and use the knowledge base on effective teaching and learning to initiate teacher development and school improvement
- conduct research in school improvement and reform
- engage in rational discussion informed by and grounded in the knowledge base

Our program has served students for 12 years as a face-to-face program. Beginning with summer of 2011, we now offer 100% of our coursework online.

There are several unique features of the Doctorate in School Improvement. These include the following:

- All coursework is delivered through an asynchronous online environment, using a wide variety of instructional technologies.
- Students are required to come to our Carrollton, GA campus twice during the program: (1) for an intensive 2-1/2 day Orientation during the first summer, and (2) for an intensive Dissertation Prep Seminar.
- Our program not only prepares you for your dissertation, but also guides you through the process by incorporating it into the coursework.
- Since we have incorporated the dissertation into the second half of the coursework, the program may be completed in three years.
- Our faculty are nationally recognized, committed to school improvement, and understand your needs as an adult online learner.

Core Coursework
The core coursework in the School Improvement program falls within three curricular strands:

Teaching and Learning (9 hours)
Courses include Models of School Improvement, Instructional Leadership that Facilitates School Improvement, and Models of Professional Development.

Leadership for School Improvement (9 hours)
- Courses include Leadership for Diversity in the 21st Century, Policy Analysis for School Improvement and Leadership for Change.

Research and the Effective Use of Data (15 hours)
- Courses include Research Design, Quantitative Research Methods, Qualitative Research Methods, Advanced Research Seminar and Program Evaluation.

The Core also includes the following:
- AoC (Area of Concentration) (12 credit hours)
- Dissertation (9 credit hours)
- Dissertation Mentoring I, II, and III (2 credit hours each)
- The School Improvement Orientation (no credit)
- The Dissertation Prep Summer Institute (no credit).

Application Process

1. Complete the online application for graduate studies. The online application requires a $40.00 non-refundable application fee.
2. Official GRE scores (Quantitative and Verbal Reasoning) to UWG. Scores must be dated July 1, 2011, or more recent to be accepted. Minimum expected scores are Verbal Reasoning 151 and Quantitative Reasoning 145.
3. All applicants must have earned a Master's degree from a regionally or nationally accredited institution.
4. A cumulative minimum graduate grade point average (PGA) of 3.0 on a 4.0 scale is required for all graduate course work.
5. Three letters of Recommendation: At least one letter must be from a current or past supervisor. (these forms are available, once you apply online)
6. Vitae: A vitae listing education and employment history, experience with school improvement, and awards and recognitions. Provide your current and complete contact information, including an active e-mail address.
7. Official Transcripts: Request official transcripts from institutions that you have attended (must include undergraduate and graduate). Place the transcripts in this packet in their original, sealed envelopes (it cannot be treated as official if it has been opened). Or the university may send e-scripts to graduate@westga.edu.
8. Essay: Complete a 750-1,000 word essay that discusses your professional goals related to school improvement. In your essay, include any literature (e.g., research article) that has informed your professional practice or otherwise influenced you. (Include appropriate APA citations)
9. International applicants must follow procedures and timelines of the UWG Office of Graduate and International Admissions.

Finalists will be selected for a telephone or virtual interview.

 Transfer of Credits

In the EDSI doctoral program, a maximum of 12 semester hours of graduate credit may be transferred from another accredited institution or applied from previous coursework at the University of West Georgia, subject to the following conditions:

- work must have been completed within seven years of the date of admission to the Ed.D. degree program;
- work must have been applicable toward a graduate degree at the institution where the credit was earned;
- the coursework must be approved by the Ed.D. Director.
- courses must have been taken post Master's degree; (normally 7000 level courses or above)
- the courses must meet the thematic requirements for the AoC; and
- a grade of B or higher must have been earned in the coursework.

AoC (Area of Concentration)
The Area of Concentration (or AoC) in the School Improvement program provides a specialized, thematic concentration to the student's studies. Made up of 12 credit hours of electives and the student's dissertation, the AoC comprises a student's focus within the program. Specific AoC's are developed in conjunction with various departments within the College of Education at the University of West Georgia. Currently, the available AoC's include:

- School Counseling
- Educational Leadership
- K-12 Online Learning
- Instructional Technology
- Reading
- Media Specialist
- Special Education (General Curriculum)
- Elementary Education

For Georgia Students only
The Doctor of School Improvement Degree is approved by the Georgia PSC for a certificate upgrade for students who enter the program with Georgia certification in Educational Leadership, English to Speakers of Other Languages, Instructional Technology, K-12 Online Learning, Media Specialist, Reading, School Counseling, and/or Special Education General Curriculum.
The following conditions/restrictions apply:

1. The student must enter the program with the qualifying certification area already on their Georgia certificate as a clear renewable field,
2. The student must select the applicable, qualifying certification area as their minimum 12-hour Area of Concentration. In order to receive a certification upgrade as a part of the Ed.D. in School Improvement, the hours must be taken at UWG as a part of this degree program,
3. Educational Leadership students must meet the specific position requirements, and
4. The program does not lead to initial certification.

General Academic Standards

Graduate students must maintain a cumulative grade point average of 3.0 or higher to remain in Good Academic Standing. Students must be in Good Academic Standing to be eligible to graduate and admission to candidacy. Student's must also maintain good standing on major program assessments, or will face intervention and consequences.

A student will be dismissed from the program if he or she earns two C's, one F or two U's in dissertation hours.

Academic Standing

In addition to the University of West Georgia academic requirements, the Doctor of School Improvement Program uses a student review process to monitor student progress within the Ed.D. program.

Each student is reviewed regularly regarding the following:

1. Academic progress and standards,
2. Ethical, legal, and professional standards and performance in the program, and
3. Progress on major program assessments.

Students not performing at the required level, not making significant progress toward completion of the dissertation, or judged to be in noncompliance with the ethical, legal, and professional standards of the program will be notified, and may face action which includes but is not limited to completing a Student Development Plan, placement on academic or other probation, or dismissal from the program.

Certificate

Program Evaluation Certificate

The Program Evaluation Certificate offered through the Department of Leadership, Research, and School Improvement is designed to prepare graduate students and professionals to meet the growing demand for working individuals with specific program evaluation skills. The certificate is open to new students, and graduate programs throughout the university are welcome to embed the certificate in their programs of study. The Program Evaluation Certificate has two tracks - one for post-baccalaureate students (7000 level), and one for graduate-level students (9000 level). The 7000 track is available to any individuals (former UWG students, other students, or individuals in the community) who have earned a bachelor's degree and are interested in obtaining the certificate for professional development purposes. The 9000 track is available to current UWG graduate students who are interested in obtaining the certificate in addition to their program area degree.

Program Evaluation Certificate Courses:

- EDRS 7101 - Program Evaluation I: Introduction to Program Evaluation 3 /
- EDRS 9101 - Program Evaluation I: Introduction to Program Evaluation 3
- EDRS 7102 - Program Evaluation II: Program Evaluation Development 3 /
- EDRS 9102 - Program Evaluation II: Program Evaluation Development 3
- EDRS 7103 - Program Evaluation III: Program Evaluation Implementation 3 /
- EDRS 9103 - Program Evaluation III: Program Evaluation Implementation 3

Educator Certification

Educational Leadership, Educator Certification Program for Tier II

This program is for individuals who already hold an Ed.S. or Ed.D. degree in leadership, but are seeking a Georgia performance-based certificate in Educational Leadership. The program affords

candidates advanced preparation in Educational Leadership for both school level and system level leadership positions and will result in a Tier II certificate in Educational Leadership.

Admission Requirements Include the Following:

- An Ed.S. or an Ed.D. degree from a nationally or regionally accredited institution
- Hold a leadership position in a local education agency (LEA), or other service organization with which the university has a formal partnership agreement.
- Be recommended by the Superintendent, Headmaster, or the senior administrator of the employing LEA or organization.
- Must have "Tier I", "L", or "PL" certification
- Must complete Georgia Ethics for Educational Leadership - Program Entry Assessment (Test 370)

Tier I Leadership Educator Certification

This is a certification-only program that may be added to an existing master's degree (or specialist and doctoral degree). The Tier I certification is considered entry-level that pre-pares candidates for P-12 school-level positions below the principal and for district-level positions that do not supervise principals. In part, the program consists of several key assessments that are clinically-based and will allow candidates to synthesize and apply knowledge while practicing and developing leadership skills identified by leadership standards.

To be considered for admission to the Tier I Certification Program, the following are required: a 3.0 graduate GPA, a master's degree (or higher degree) from an accredited institution, copies of official transcripts from each university attended, T5 or S5 professional teaching certificate, Georgia Ethics for Educational Leadership - Program Entry Assessment (Test 370), and a completed application for admission.

Department of Literacy and Special Education

Special Education

Education Annex 246 • 678-839-6179
https://www.westga.edu/academics/education/lse/index.php

Associate Professors:
J. Bucholz, M. Trotman Scott

Assistant Professors:
M. Council, A. Fain, S. Robbins

Learning Outcomes
The learning outcomes for students completing the Master of Education in Special Education are taken from the National Board for Professional Teaching Standards Commission's (NBPTS) Five Core Propositions (www.nbpts.org) and the NBPTS Exceptional Needs Standards, in addition to the Initial Content Standards and the Initial Knowledge and Skills Sets of the Council for Exceptional Children. The learning outcomes for students completing the Specialist in Education are taken from the National Board for Professional Teaching Standards Commission's (NBPTS) Five Core Propositions, the NBPTS Exceptional Needs Standards, and the Advanced Content Standards of the Council for Exceptional Children.

Probation and Dismissal Policy for Graduate Students
Graduate students must maintain a 3.0 GPA.

Reading Education

Education Annex 246• 678-839-6179
https://www.westga.edu/academics/education/lse/index.php

Associate Professors:
T. Ogletree, J. Ponder (Chair)

Assistant Professor:
J. Allen

Learning Outcomes
The Reading Education Program utilizes the standards for reading professionals as developed by the International Literacy Association.

Master of Arts in Teaching

Special Education, M.A.T.

Degree Requirements
The Master of Arts in Teaching, with a concentration in Special Education, is a 33-hour degree for students who hold a Bachelor's degree in a field outside of Education. This degree results in a Georgia initial teaching certification in Special Education. Students may choose between two certification tracks: general curriculum and adapted curriculum. Many students who pursue this degree are career changers who want to add a Georgia teaching certificate to an existing degree in an undergraduate content field. Students must complete the Georgia Educator Ethics - Program

Entry Assessment and must pass or be exempt from the GACE Program Admission Assessment to be admitted to this program. An undergraduate GPA of 2.7 is required for admission.

Master of Education

Reading Education, M.Ed.

Degree Requirements
Applicants must have a valid, level 4 or higher, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service certificate, or Life certificate; and must have at least three years of teaching experience. A master's degree in Reading Education can be achieved by completing a 30-hour program. The program consists of 3 hours in Technology Integration, 6 hours in Teacher as Leader, 15 hours in Reading-Writing Concentration, 3 hours in Culture and Literacy, and 3 hours in Research.

Special Education, M.Ed.

Degree Requirements
The department offers a M.Ed. in Special Education in the area of General Curriculum. Admission to the program requires an applicant to:

1. Complete requirements for a Bachelor's degree from an accredited institution.
2. Present a cumulative 3.0 (4.0 scale) grade point average or higher on all undergraduate work.
3. Present a current renewable certificate in Special Education.
4. Present current official scores on the Graduate Record Examination (GRE) showing competitive scores.
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study.

The M.Ed. in Special Education - General Curriculum is a 36 hour program with 27 hours in the special education core and 9 hours of electives. For those students who do not have a degree in special education but do have a clear, renewable, professional teaching certificate in special education, the program consists of 33 credit hours in Special Education and 3 hours of elective credit. Courses meet the National Board for Professional Teaching Standards - Exceptional Needs Specialist/Early Childhood through Young Adulthood and the Council for Exceptional Children standards.

Specialist in Education

Special Education, Ed.S.

Degree Requirements
The program has been designed to meet the needs of individuals who wish to obtain advanced training in Special Education.
Applicants with a Master's degree in special education must:

1. Provide proof of a Master's degree in special education from an accredited institution.

2. Present a cumulative 3.5 (4.0 scale) grade point average or higher on all graduate work.
3. Present a current teaching certificate in special education.
4. Document 2 or more years of successful experience as a special education teacher.
5. Take part in an interview with program faculty. The interview may take place in person or with the use of technology (e.g. Skype, Go to Meeting).

Applicants without a Master's degree in special education must:

1. Provide proof of a Master's degree in education from an accredited institution.
2. Present a cumulative 3.5 (4.0 scale) grade point average or higher on all graduate work.
3. Present a current teaching certificate in special education.
4. Document 2 or more years of successful experience as a special education teacher.
5. Take part in an interview with program faculty. The interview may take place in person or with the use of technology (e.g., Skype, Go to Meeting).
6. Complete the following prerequisite courses: SPED 6715, SPED 6721, SPED 6766, SPED 7721

The courses and experiences of the Ed.S. program require a minimum of 27 semester hours. See Area of Special Education advisors for specific program sheets and development of a program of study.

Endorsement
Autism Endorsement

The Autism Endorsement program helps teachers meet the unique and complex educational needs of students on the autism spectrum. The endorsement consists of three classes focused on the characteristics and instructional methods of working with children with Autism Spectrum Disorders (ASD). The Autism Endorsement program would be beneficial to special education teachers, general education teachers, speech language pathologists, school counselors, education psychologists, and administrators. This endorsement will allow individuals in all of these school based fields to gain additional knowledge and skills essential to helping students with ASD meet their full potential. Individuals with a professional teaching certificate could add this endorsement to that certificate. Individuals with an induction certificate in any teaching field or speech language pathologists could qualify for a Supplemental Induction Certificate.

Autism Endorsement - 9 semester hours of graduate credit as follows:
- SPED 7716 - Autism: Theories and Characteristics 3
- SPED 7767 - Strategies for Challenging Behaviors 3
- SPED 7726 - Collaboration and Instruction 3

Reading Endorsement

The Reading Endorsement is a series of three graduate courses in reading designed by the University System of Georgia Reading Consortium to provide further professional development of certified teachers in the assessment and instruction of reading. Successful completion of all three courses qualifies certified teachers to apply for the Reading Endorsement which is added to a teaching certificate. All three courses can be transferred into the Master's in Reading Education degree program.

9 semester hours of graduate credit as follows:

- READ 7271 - Literacy, Development, and Practices in the Digital Age 3
- READ 7263 - Comprehensive Literacy Assessments and Interventions 3
- READ 7201 - Integrating Language, Literacy and Technology across Content Area 1.0 - 3/0/1-3

College of Science and Mathematics

Dr. Lok C. Lew Yan Voon, Dean
678-839-5190
http://www.westga.edu/cosm

Degrees Offered

The Master of Science degree is offered with majors in Biology, Applied Computer Science and Mathematics. Satisfactory scores on the verbal, quantitative and analytical writing sections of the Graduate Record Exam may be required depending on the program.

Two options are offered in the Master of Science degree programs: Plan I (with thesis) and Plan II (without thesis). One exception to this is the M.S. in Applied Computer Science program which has only the non-thesis plan.

Thesis Requirement

The element that contributes most to the attractiveness and readability of the thesis or dissertation is consistency in format. Consistency means the student establishes a series of conventions or protocols regarding heading sequencing and other aspects of appearance to visually guide readers through the document, thus enabling them to concentrate on the content. For more information, refer to the "Style" portion of this Guide.

Students must submit the thesis or dissertation, with the required Content Pages, for the final formatting review prior to printing copies which will be bound. The student and Faculty Advisor signatures on the Format Review Form indicate that editing and formatting have been reviewed by the student and the committee prior to submitting the required Content Pages to the Format Reviewer for the final format check and approval. The final format check and approval ensures that the required Content Pages adhere to the UWG style requirements. Content is not reviewed for spelling, punctuation, or writing style by the Format Reviewer.

After fee payment is made to the UWG Cashier, the originals of both the Format Review Form and the Binding Order Form, located at the end of this Guide, are submitted by the student to the UWG Library along with the delivery of the appropriate number of copies of their thesis or dissertation for binding. A copy of the Binding Order Form will be submitted by the student, with binding fee payment, to the Cashier's Office, first floor Aycock Hall. The Graduate Studies Associate in each college will receive a copy of the Format Review Form. The Format Reviewer and the student will each retain a copy of both forms.

Department of Biology

Biology 160 • 678-839-6547
www.westga.edu/biology/

Professors:
J. Hendricks, L. Kral, D. Morgan, G. Payne (Associate Dean), S. Mruthinti, C. Tabit (Chair), H. Zot

Associate Professors:
H. Banford, A. Edelman, W. Kenyon, N. Pencoe

Assistant Professors:
M. Johnson, M. Mitra, S. Molesworth-Kenyon

Learning Outcomes
- To develop a strong diversified background in modern biology appropriate to the individual student's goals. The anticipated outcome will be a student with an appreciation for the areas of modern biology and the interrelatedness of these areas.
- To develop critical-thinking and problem based learning skills. The anticipated outcome will be a student with the ability to develop new ideas, to explore new areas of science or other academic endeavors, to design, implement, and evaluate scientific investigations, and to assess, interpret, and understand data and its meaning.
- To develop the ability to communicate scientific ideas in both written and oral formats. The anticipated outcome will be a student who can organize and present his or her scientific ideas in both written and oral formats.

Master of Science

Biology, M.S.

A student entering this program is normally expected to have an undergraduate degree in biology. Students without a degree in biology or students lacking certain background courses in biology and related sciences may be expected to complete undergraduate courses to compensate for deficiencies. All students must take the GRE general test. Applicants to the Biology Graduate Program must have a minimum undergraduate cumulative post-secondary grade point average of 2.8 on a 4.0 scale and a minimum combined verbal and quantitative GRE score of 1000.

Graduate students must select an advising committee by the first pre-registration period following admission on any basis, or one will be selected for them by the Department Chair.

There are two plans for degree completion. The first plan, the thesis track, is designed for students who plan to continue on with further graduate education or who plan to enter research-related careers. The second plan, the non-thesis track, is designed for students who do not plan to continue their education in biology. This plan is often preferred by secondary educators, persons interested in scientific sales, or those interested in laboratory management positions. In either case, the student, in consultation with her or his advising committee, will design a course of study to

specifically meet the needs of the individual student. The specifics of the two degree programs are provided below.

Requirements
All applicants to the Biology Graduate Program must submit the following:
1. Three Letters of recommendation
2. Resume
3. A narrative statement (up to 1 page in length) including three components: 1) their reasons for pursuing a graduate degree in Biology; 2) the specific area(s) (sub-discipline) of Biology in which they are interested; and 3) the type of degree (thesis track or non-thesis track) they wish to pursue.

Thesis Track for the M.S. Degree in Biology
- BIOL 6984 - Graduate Biology Seminar 1 (One credit hour per semester)
- BIOL 6983 - Graduate Research 1.0 (Minimum)
- Seven 3-Hour Graduate Courses in Biology 21
- BIOL 6999 - Thesis 1.0

Note:
A combination of 5000-level and 6000-level courses may be used to complete graduate degree requirements, but a substantial portion of the degree program should be at the 6000 level. A topic for thesis research should be identified before the end of the second semester of the degree program. The degree candidate should submit a brief thesis proposal to the advisory committee at this time and should schedule qualifying exams before the end of the third semester. The advising committee may approve up to two course substitutions from departments other than biology if such substitutions are appropriate to the research interests or career goals of the student.

Non-Thesis Track for the M.S. Degree in Biology

- BIOL 6984 - Graduate Biology Seminar 1 (One credit hour per semester)
- BIOL 6995 - Comprehensive Exam 2
- Ten Three-Hour Graduate Courses in Biology 30 *

Note:
* Up to three of these courses may be in a minor field (i.e., Education or Business) with permission of the advisory committee. A combination of 5000-level and 6000-level courses may be used to complete graduate degree requirements, but a substantial portion of the degree program should be at the 6000 level. The comprehensive examination will be administered by the advisory committee before the end of the last semester of the degree program.

Professional School Transition Plan
The M.S. degree in biology typically requires two years for completion by full-time students. Occasionally students who begin the M.S. degree in biology are accepted to professional schools (medical school, dental school, veterinary school, etc.) before they can complete the degree. The Department of Biology offers an option for students who are accepted to professional school prior to completion of the M.S. degree that allows transfer of credits back to West Georgia for basic science courses completed as a part of the professional school curriculum. Students pursuing this option will typically pursue the non-thesis track, although under exceptional circumstances it may be possible for students to complete a thesis-track degree through this route. To qualify, students must complete at least 60% of their graduate course work at West Georgia, and must complete their comprehensive examination before beginning the professional school program. Official transcripts from the first year of professional school should be forwarded to the Graduate Coordinator for the Department of Biology who will request application of appropriate courses toward completion of the M.S. degree. Contact the Department of Biology for additional details.

Department of Computer Science

https://www.westga.edu/cs
TLC 2-200 • 678-839-6485

Professors:
A. Abunawass (Chair), A. Remshagen

Associate Professors:
L. Baumstark, M. Orsega, L. Yang, D. Yoder

Admission Requirements
In addition to meeting minimum graduate studies admission requirements, applicants must meet additional admission requirements as stipulated by the Department of Computer Science.
Additional information is found on the program admission web site at:
https://www.westga.edu/cs/graduate-program.php
The Department of Computer Science shall evaluate all applications and recommend for admission those applicants deemed qualified for the program. Provisional admission is not granted for entry to the program, and only students who are admitted to the program may enroll in graduate computer science courses.

Program Learning Outcomes
Upon completing the program, students will be able to:
1. Effectively function as a member of a team engaged in the process of modeling, designing, and implementing computer-based systems of varied complexity utilizing multiple technologies.
2. Recognize and analyze social, professional, and ethical issues and responsibilities they may face as computing professionals.
3. Prepare and give effective technical presentations using appropriate technologies.
4. Write clear and accurate technical documents.

Master of Science

Applied Computer Science, M.S.

The M.S. in Applied Computer Science degree is a professional program, requiring 36 hours of graduate study, that provides individuals holding an undergraduate degree in any discipline the knowledge and skills needed to pursue a career in the exciting and dynamic field of computer science and information technology. The program focuses on computer science fundamentals and the craft and practice of software design and development.
Students may enter the program during the fall semester only. The program requires 6 credit hours per semester, to include summers, and may be completed in 24 months. All instruction and course work is delivered completely online via the Internet using a variety of distance learning technologies. Students are expected to have basic knowledge and proficiency in using computers. Students will be expected to have reliable Internet access and their own personal computer capable of running a variety of software tools used in the program. Additional details on computing needs are available from the Department of Computer Science web site.
Program Requirements

Required Courses
- CS 6231 - Database Systems I 3
- CS 6232 - Database Systems II 3
- CS 6241 - Software Development I 3
- CS 6242 - Software Development II 3
- CS 6251 - Web Technologies I 3
- CS 6252 - Web Technologies II 3
- CS 6261 - Advanced Tools and Techniques 3
- CS 6311 - Program Construction I 3
- CS 6312 - Program Construction II 3
- CS 6910 - Project I 3
- CS 6920 - Project II 6

Total Program: 36 Hours

Additional Program Requirements
- Students are allowed only one grade of "C" in all courses applying toward the degree.
- Students must satisfactorily complete CS 6910 - Project I by earning a grade of "S" in order to remain in the program.
- Students must satisfactorily complete CS 6920 - Project II by earning a grade of "S" and participate in an exit interview with computer science graduate faculty.
- Additional program requirements are found on the Department of Computer Science website at https://www.westga.edu/cs/graduate-program.php.

Department of Geosciences

Calloway 101 • 678-839-6504
https://www.westga.edu/geosciences/

Professor:
J. Seong

Associate Professors:
J. Hong, S. Rose (Assistant Dean)

The Department of Geosciences at the University of West Georgia offers a 15 hour course of study leading to a Geographic Information Systems Certificate. The GIS Certificate is designed to meet the needs of students and community. The GIS Certificate program aims at providing non-traditional students and field professionals with updated GIS knowledge and skills for further enhancement of their GIS career. It also aims at providing traditional students with a set of practical GIS skills to access the GIS market. The GIS Certificate is a 100% online program.

Learning Outcomes
Upon completing this Certificate program, students will be able to demonstrate the knowledge and skills of:

- Demonstrate competence in mapping and/or visualization of geospatial data.
- Demonstrate competence in managing geospatial data.
- Demonstrate competence in analyzing geospatial data.
- Demonstrate competence in working with GIS tools.
- Demonstrate understanding of using geospatial techniques for spatial decision making.

Admission to the Program
The GIS Certificate is open to all professionals and current students who have a bachelor's degree. Any bachelor's degree meets the requirement of admission. Prospective students must apply for the admission to the non-degree seeking program as described in the Graduate Catalog. Current students who are enrolled in a graduate program offered at UWG must submit a separate application to apply to this program.
The GIS Certificate program does not require either TOEFL or GRE.

Certificate

Geographic Information Systems Certificate

Program Requirements

Required courses:

Students must take the following two courses: (8 credit hours total)
- GEOG 5553 - Geographic Information Systems 4

- GEOG 5563 - Remote Sensing 4

Electives:

Students must take two from the following courses: (7-8 credit hours total)

- GEOG 5086 - Internship 3
- GEOG 5551 - Introduction to GIS and Mapping Science 3
- GEOG 5554 - Computer Cartography 4
- GEOG 5562 - Airphoto Interpretation and Photogrammetry 4
- GEOG 6082 - Directed Problems 3
- GEOG 6446 - Special Topics 4
- GEOG 6677 - Image Processing 4
- GEOG 6753 - Advanced GIS and Spatial Analysis 4
- GEOG 6755 - GIS Database Design 4
- GEOG 6757 - Programming and Customization in GIS 4
- GEOG 6893 - Practicum in GIS 4

Note:

All courses are delivered via the Web. The Certificate will be issued to the students who complete all required courses with B or better grades. Students must contact the Graduate Coordinator at the College of Science and Mathematics during the first two weeks of the last semester of their study in order to receive the Certificate.

Department of Mathematics

Boyd 310 • 678-839-6489
http://www.westga.edu/cosm

Professors:
A. Boumenir, M. Gordon, A. Khodkar, C. Leach, T. Vu, R. Xu (Interim Chair), M Yazdani

Associate Professors:
W. Faucette, N. Hoang, J. Kang, K. Moon, K. Shin, S. Sykes, F. Wei

Assistant Professors:
X. Gu, C. Kim, V. Paliwal

Instructors:
B. Brodsky, K. Carter, R. Johnson

Senior Lecturer:
D. Robinson

Lecturers:
J. Bellon, C. Carmack

The Master's program in Mathematics offers a Concentration in Teaching Option and a Concentration in Applied Mathematics Option.

Admission
For regular admission to the program, students are expected to have a Bachelor's degree from an accredited institution, a cumulative GPA of at least 2.7 on all college level work, a combined verbal and quantitative GRE score of at least 1030, with no score less than 400, completion of the calculus sequence (equivalent of UWG courses MATH 1634, MATH 2644, MATH 2654) plus at least twelve hours of mathematics courses at the advanced undergraduate level (3000 level or higher, or the equivalent).

Provisional admission: Applicants applying to a master's degree program in mathematics with less than the required GPA and GRE may be considered for provisional admission. They must submit official GRE test scores and must also have a grade point average of at least 2.2. In no event may the grade point average be less than 2.2. Applicants may also be admitted provisionally for reasons other than, or in addition to, grade point average and GRE test scores. Meeting departmental test score and grade point average requirements is no guarantee of admission. Provisional admission is ultimately subject to departmental approval and the Dean of the College of Science and Mathematics.

Please contact the College of Science and Mathematics Graduate Studies Associate at 678-839-5192 or by visiting the website at https://www.westga.edu/gradstudies/

Master of Science

Mathematics, Concentration in Applied Mathematics, M.S.

This program is designed for those who seek enhanced employment opportunities in industry, government, or two-year college teaching, as well as those who desire to enter a doctoral program. Mathematics has always played an important role in understanding and predicting real-world phenomena, and that role has increased rapidly as many areas of technology and science have advanced in recent years. There has also been an increase in new areas of mathematics used to model these phenomena. A wealth of applications can be found in areas such as economics, biology, computation, social and management sciences, and engineering. The Department of Mathematics at the University of West Georgia has a strong contingent of faculty in applied areas. The program is designed to expose students to a broad range of mathematical subjects that are important in applied fields. The program includes (i) a set of core courses fundamental to the study of applied mathematics, (ii) a broad range of elective courses in several applied areas, and (iii) a research project class.

Degree Requirements
A candidate for the M.S. Degree with Concentration in Applied Mathematics must complete a minimum of 30 semester hours of graduate work approved by the department graduate committee. These include:
- Required Courses (9 semester hours)
- Electives (21 semester hours)
- Comprehensive Examination
- Each candidate for the Concentration in Applied Mathematics must perform satisfactorily on a final comprehensive examination.

Required Courses
- MATH 6253 - Mathematical Analysis I 3
- MATH 6263 - Mathematical Analysis II 3
- MATH 6363 - Partial Differential Equations 3
Total Required: 9 Hours
Electives
(Choose 7 courses)
- MATH 6003 - Dynamical Systems and Applications 3
- MATH 6043 - Topics in Number Theory 3
- MATH 6103 - Discrete Optimization 3
- MATH 6213 - Statistical Methods 3
- MATH 6233 - Geometry 3
- MATH 6303 - Introduction to Mathematical Control Theory 3
- MATH 6403 - Signal Processing 3
- MATH 6413 - Advanced Modern Algebra I 3
- MATH 6423 - Advanced Modern Algebra II 3
- MATH 6473 - Combinatorial Analysis 3
- MATH 6483 - Theory of Graphs 3
- MATH 6503 - Numerical Methods in Applied Mathematics 3
- MATH 6513 - Applied Linear Algebra 3
- MATH 6613 - Inverse Problems 3
- MATH 6743 - Advanced Perspective on Secondary Mathematics 3
- MATH 6903 - BioMathematics 3

- MATH 6982 - Directed Readings 3
- MATH 6983 - Graduate Research Project 3

Total Electives: 21 Hours
Total Program: 30 Hours

Mathematics, Concentration in Teaching, M.S.

This program is designed for teachers and aspiring teachers with an undergraduate degree in Mathematics or Mathematics Education who wish to obtain an advanced degree that will make them more qualified and marketable as mathematics teachers at the high school and junior college level. This would also be appropriate for those seeking to enroll in a doctoral program in Mathematics Education or Mathematics. The major elements of the program are (i) mathematics education courses that are specifically designed to address current needs of teachers of secondary mathematics in Georgia and (ii) advanced mathematics courses which promote a greater depth of understanding of concepts relevant to in-class teaching. The Department of Mathematics has graduate faculty with expertise in Mathematics Education and Mathematics who will lead the students in these areas.

Degree Requirements
A candidate for the M.S. Degree with Concentration in Teaching must complete a minimum of 30 semester hours of graduate work approved by the department graduate committee. These include:
- Required Courses (9 semester hours)
- Electives (21 semester hours)

Required Courses
- MATH 6233 - Geometry 3
- MATH 6253 - Mathematical Analysis I 3
- MATH 6413 - Advanced Modern Algebra I 3

Total Required: 9 Hours
Electives
(Choose 7 courses)
- MATH 6003 - Dynamical Systems and Applications 3
- MATH 6103 - Discrete Optimization 3
- MATH 6303 - Introduction to Mathematical Control Theory 3
- MATH 6213 - Statistical Methods 3
- MATH 6263 - Mathematical Analysis II 3
- MATH 6303 - Introduction to Mathematical Control Theory 3
- MATH 6363 - Partial Differential Equations 3
- MATH 6403 - Signal Processing 3
- MATH 6423 - Advanced Modern Algebra II 3
- MATH 6473 - Combinatorial Analysis 3
- MATH 6483 - Theory of Graphs 3
- MATH 6503 - Numerical Methods in Applied Mathematics 3
- MATH 6513 - Applied Linear Algebra 3
- MATH 6513 - Applied Linear Algebra 3
- MATH 6733 - Research in Math Education 3
- MATH 6743 - Advanced Perspective on Secondary Mathematics 3
- MATH 6903 - BioMathematics 3
- MATH 6982 - Directed Readings 3

Total Electives: 21 Hours
Total Program: 30 Hours

College of Social Sciences

Dr. N. Jane McCandless, Dean
678-839-5170
http://www.westga.edu/coss

Interim Associate Dean
Kathleen Skott-Myhre, Ph.D.

Fellow for Faculty and Staff Development
Pam Kirk, Ph.D.

Fellow for Community and Alumni Engagement
Jeannette Diaz, Ph.D.

Mission Statement
The programs of the College of Social Sciences are united by a shared passion for understanding the richness of human behavior and the complexity of communication among people. We are concerned with societies, cultures, groups, and, above all, individuals. The faculty of the College of Social Sciences is dedicated to educating students to meet the challenges of the future, not merely to live in the present

Degrees Offered
The Master of Arts degree is offered with majors in Criminology, Psychology, and Sociology. The Master of Public Administration degree is also offered. We also offer a PhD in Psychology concentrating on the study of Consciousness and Society. Some programs require a satisfactory score on the verbal, quantitative and analytical writing sections of the Graduate Record Exam are required. Some programs may accept the Miller Analogies Test (MAT). Contact the Graduate Studies Associate in the College of Social Sciences for more information.
Two options are offered in the Master degree programs: Plan I (with thesis) and Plan II (Comprehensive exam).

Thesis Requirement
The significance of a thesis or dissertation is as a scholarly or research project that carefully addresses a certain set of ideas, data, or other arguments in a manner approved by directing faculty and written to the highest standards. Dissertations are intended to be an original contribution to the field. An important element that contributes most to the attractiveness and readability of the thesis or dissertation is consistency in format. Consistency means the student establishes a series of conventions or protocols regarding heading sequencing and other aspects of appearance to visually guide readers through the document, thus enabling them to concentrate on the content.
For more information, refer to the "Style" portion of this Guide.

Department of Criminology

Pafford 240 • 678-839-6505
www.westga.edu/criminology

Professor:
D. Jenks (Associate VP for Academic Affairs)

Associate Professors:
V. Griffin, C. Jenks (Associate VP for Institutional Effectiveness and Assessment), S. Maddan

Assistant Professors:
P. Brady, G. Lee, B. McNeal, M. Naito (Director of Graduate Studies), J. Nicholson, L. Pazzani, A. Vito, M. Vuk, E. Wentz

Learning Objectives
- Apply research methodology and systematic analysis within the context of criminology
- Apply a broad range of knowledge about criminology to ethically and competently evaluate the development, monitoring, and analysis of policy and practice in major areas of criminology
- Demonstrate a broad understanding of theories of crime and justice by critically evaluating theoretical frameworks in conducting analyses

Admission
The Department of Criminology considers the quality of an application in its entirety. Applicants will be considered on a competitive basis and thus simply completing the application does not guarantee admission. Applicants must hold a bachelor's degree in criminology, criminal justice, or a related field from an accredited academic institution. Applicants for graduate study in criminology must meet the College of Social Sciences requirements and:
- Transcripts demonstrating an overall undergraduate GPA of 3.0 (If a student does not meet the GPA requirements for regular admission, s/he may be admitted provisionally);
- Résumé or curriculum vitae;
- A 750-word intellectual autobiography highlighting your reasons for pursing a graduate degree at UWG; and
- Three strong letters of recommendation.

GRE scores can be submitted to support an application for admission and funding, but are not required.

Master of Arts

Criminology, M.A.
The Master of Arts degree in Criminology is offered by the Department of Criminology with two tracks: Criminal Justice Administration and Crime and Social Justice. The Criminal Justice Administration track addresses issues of crime and criminal justice within a framework that emphasizes theory and research and their implications for criminal justice policy and practice. The Crime and Social Justice track trains students in understanding and applying theory and research in academic settings, with an emphasis on preparing students for doctoral work. Both curricula are grounded in the social, behavioral and natural sciences. The Department of Criminology recognizes

the value of diverse methodological and theoretical approaches and encourages their complementary use and integration. The MA Criminology program is conceived widely to include the study of crime, justice, law, and society. Criminology faculty members represent broad and varied backgrounds in working with the criminal justice system, dealing with offenders and victims, and conducting research on a wide range of criminal justice issues.

Program Requirements
The master's degree is granted to those students who accomplish the following:
A minimum cumulative 3.0 GPA is required for graduation.

Graduate students must successfully complete the following core courses:
(12 hours) with an "A" or "B" earned in each
- CRIM 6000 - Principles of Criminology 3
- CRIM 6003 - Applied Statistics in Criminology 3
- CRIM 6010 - Theories of Crime and Justice 3
- CRIM 6013 - Social Research 3

Note:
(Students who receive a "C" or below in a core course must retake the course until "B" or higher is achieved.)

Students must choose one option:

- Under the thesis option, a student must complete the core courses (12 hours), electives (18 hours), and thesis hours (6 hours) with a total of 36 hours.
- Under the comprehensive exam option, a student must complete the core courses (12 hours), electives (24 hours), with a total of 36 hours, and successfully pass the comprehensive exam.

Department of Political Science

Pafford 140 • 678-839-6504
http://www.westga.edu/polisci

Professors:
G. Kieh, C. Rackaway (Chair), R. Sanders, R. Schaefer

Associate Professors:
G. Dixon, T. Hunter, S. Lee, (Director of Graduate Studies), H. Mbaye, J. Peralta, P. Rutledge

Assistant Professor:
A. Fleming

Lecturers:
K. Barrett, S. Drammeh

Master of Public Administration

Master of Public Administration, M.P.A.

The Master of Public Administration (M.P.A.) degree program is designed both to augment the skills and knowledge of those already in the public service and to provide a professional graduate degree program to meet the growing need for skilled, knowledgeable public administrators. It is also intended to encourage students to pursue careers in government and to equip superior students for research and study at the doctoral level. The M.P.A. program is accredited by the National Association of Schools of Public Affairs and Administration.

M.P.A. students will demonstrate knowledge and understanding of:
- Public service values including ethics, democracy, and constitutional principles
- Generalist management techniques and skills
- The linkage between theory and practice

The M.P.A. degree is offered both fully online and face-to-face. Courses taught in person are mostly on the Carrolton campus, primarily at night, and sometimes on weekends.

Graduate Assistant positions are available to full time students who qualify.

Regular Admission
Applicants must hold an undergraduate degree from an accredited college or university. Students with any undergraduate major may apply. Those students with no prior public administration education or public service experience will be required to take POLS 5200 - Principles of Public Administration. This course does not count toward the 36 hours required for the degree.

Admission will be based on the M.P.A. Committee's evaluation of three factors: GRE scores of at least 286, the student's undergraduate record, and letters of recommendation. When appropriate, an oral interview may be required. "In some cases, in lieu of the GRE, test scores will be considered for those students who have completed the LSAT or GMAT. For those students already officially

accepted or enrolled in a graduate degree granting social science or related program in an accredited institution of higher learning, the GRE requirement may be waived."

Program of Study

The M.P.A. degree is a professional program requiring the completion of 36 semester hours of graduate credit. While an exit paper is required, the program is a non-thesis program. The curriculum for the M.P.A. degree places major emphasis upon courses in the area of public administration and policy. All pre-service students will be required to substitute an internship for 3 hours of the elective track. The program is built on three tiers of course work:

The Professional Core (21 hours):
All students must complete the professional core. The courses in the core are:

- POLS 6200 - Public Budgeting and Financial Management 3
- POLS 6201 - Theory of Public Administration and Ethics 3
- POLS 6202 - Research Methods for Public Administration 3
- POLS 6203 - Public Organizational Theory 3
- POLS 6204 - Public Policy Analysis and Program Evaluation 3
- POLS 6205 - Administrative Law and Procedures 3
- POLS 6206 - Public Human Resource Management 3

The Elective Track (12 hours):
With the approval of the program advisor, each student must select 12 hours beyond the core courses. The track courses may be taken from any graduate program in the University. Generally, electives should form a coherent whole. Examples of track emphasis include planning, management, and particular areas of public policy. Those students with no experience in government or non-profit management are required to take a three hour PA internship (POLS 6286) in lieu of one elective course.

The Professional Seminar (3-6 hours):

This seminar normally will be taken at the completion of the students' degree program. The seminar consists of the preparation of an exit paper (3 hours) and for those not employed in the public service, a three-month internship in a government or non-profit agency (3 hours). The exit paper can take several forms, but typically provides an analysis of the internship or the agency of employment of in-service students. The paper will analyze an actual problem which confronts the student's agency, describe the problem-solving approach taken, and evaluate the supportive evidence for the decision made. Finally, the paper can also evaluate linkages between the internship or work experience, classroom experiences, and public administration literature. Papers may also reflect other research dealing with an issue or problem relating to public administration. An oral defense of the paper before each student's committee is required.

POLS 6286 - Public Administration Internship 3.0

Graduate Certificate
Graduate Certificate in Nonprofit Management and Community Development

Purpose

Students may earn the Graduate Certificate in Nonprofit Management and Community Development (GCNMCD) after completing 15 graduate semester credit hours. The GCNMCD is designed to train future leaders in non-profit organizations and community development. The certificate program helps students pursue the goal of career advancement in nonprofit organizations. A bachelor's degree is prerequisite. The program provides opportunities to learn:

- The theoretical principles and practical applications of management for charities and nonprofit organizations
- Leadership for nonprofit organizations, focusing on community development
- Unique management tools for nonprofit organizations such as fundraising, marketing, accounting strategies, and strategic planning
- Capacity building, sustainable strategy, and collaborative network.
- Nonprofit entrepreneurship to deal with community developmental issues

Learning Outcomes
Certificate students will demonstrate the knowledge and understanding of:
- Theoretical principles and management applications in nonprofit organizations
- Leadership and problem-solving techniques and skills in nonprofit management
- Roles of nonprofit organizations in delivering public values in local communities

Admission
The GCNMCD is open to all prospective students who have a bachelor's degree with a GPA of 2.5 or above. Any bachelor's degree meets the requirements for admission. Prospective students must complete the Graduate School online application form and submit it along with official college transcripts prior to being accepted into the GCNMCD. All prospective students also should submit two letters of recommendation and a statement of purpose that includes reasons for seeking a certificate in Nonprofit Management and Community Development.

Program of Study
The GCNMCD requires the completion of 15 semester hours of graduate credit. The program is built on five tiers of course work:

Foundation course (3 hours):
All students must complete this core:
- POLS 5215 Management of Nonprofit Organizations

Note:
 (Those students who have taken POLS 4215 (Management of Nonprofit Organizations) with a grade of C or higher at UWG can substitute POLS 5215 with other elective courses in the program.)

Resource development and management (3 hours):

One course from the following:

- POLS 5217 - Grant Writing for Nonprofit Organizations 3
- POLS 6200 - Public Budgeting and Financial Management 3
- ACCT 6264 - Nonprofit Accounting and Auditing 3

Research methods (3 hours):

One course from the following:
- POLS 6202 - Research Methods for Public Administration 3
- SOCI 6613 - Qualitative Research 3
- SOCI 6660 - Institutional Ethnography 3

- SOCI 6013 - Social Research 3
- SOCI 6015 - Managing Data 3
- CRIM 6015 - Managing Data

Elective (3 hours):

One of the following electives in your area of interest or expertise (or any of the above):

- SOCI 5734 - Social Work Skills 3
- SOCI 5803 - Environmental Sociology 3
- SOCI 5300 - Housing and Homelessness 3
- SOCI 6255 - Delinquency, Family, and the Community 3
- POLS 5721 - Housing and Community Development 3
- POLS 6209 - Theories of Public Organization
- SOCI 6700 - Social Movements, Protest and Change 3
- SOCI 6280 - Seminar in Social Justice 3
- POLS 5210 - Public Management 3
- POLS 5211 - State and Local Politics and Administration 3
- POLS 6203 - Public Organizational Theory 3
- POLS 6204 - Public Policy Analysis and Program Evaluation 3
- CRIM 6275 - Planning and Evaluation 3
- SOCI 6275 - Planning and Evaluation 3
- PSYC 7030 - Introduction to Organizational Development 3
- PSYC 6400 - Psychology, Culture, and Society 4

Internship (3 hours):

- POLS 6286 - Public Administration Internship 3.0 (or)
- SOCI 6286 - Internship 3

Note:

(In lieu of an internship, students can take an elective graduate course in any area of interest)

Graduate Certificate in Public Management

Purpose

The Public Administration Program at the University of West Georgia offers a 12 hour course of study leading to a Graduate Certificate in Public Management (GCPM). The GCPM is designed to meet the needs of practicing and future public administrators who already have a bachelor's degree and who desire to:

- broaden their understanding of the concepts and techniques of public management; or
- pursue the certificate with the goal of career advancement but do not find it necessary or feasible to complete the MPA degree; or
- continue their education with the goal of earning a graduate degree in public administration (MPA).

Learning Outcomes

Certificate students will demonstrate the knowledge and understanding of:

- Public service values including ethics, democracy, and constitutional principles
- Generalist management techniques and skills
- The linkage between theory and practice

Admission

The GCPM is open to all prospective students who have a bachelor's degree from an accredited institution of higher learning with a GPA of 2.5 or above. Any bachelor's degree meets the

requirements for admission. Prospective students must complete the Graduate School online application form and submit it along with official college transcripts prior to being accepted into the GCPM. Students seeking admission to the GCPM register in a non-degree/post-baccalaureate status. Courses taken by GCPM students are the same as those taken by MPA students. Students must complete their program of study within four years from the date of admission and earn no less than a 3.0 GPA.

All courses for the GCPM are offered regularly and can be taken in any order. Courses may be offered online or face-to-face. Courses taught in-person are mostly on the Carrolton campus, primarily at night, and sometimes on weekends.

Students deciding to apply for admission to the Masters in Public Administration (MPA) Program after completing the GCPM must take the Graduate Record Examination (GRE), scoring at least 286 and meet all other MPA admission requirements. Students who have completed the GCPM may apply up to 9 credit hours toward the MPA degree within six years of completion and award of the certificate.

Program Requirements
Students earn the Graduate Certificate in Public Management after successfully completing 12 credit hours as specified below:
Core: 3-6 credit hours
- POLS 5210 - Public Management 3
- POLS 6203 - Public Organizational Theory 3

Skills: 3-6 credit hours
- POLS 6206 - Public Human Resource Management 3
- POLS 6200 - Public Budgeting and Financial Management 3
- POLS 6204 - Public Policy Analysis and Program Evaluation 3

Specialization: 0-3 credit hours
In consultation with the MPA Director, you may choose one of the following graduate level courses in an area of specialization.
- POLS 5202 - Interorganizational Behavior 3
- POLS 5204 - Public Finance 3
- POLS 5207 - Technology Policy 3
- POLS 5208 - Health Policy 3
- POLS 5209 - Environmental Policy 3
- POLS 5211 - State and Local Politics and Administration 3
- POLS 5212 - State and Local Government Finance 3
- POLS 6205 - Administrative Law and Procedures 3
- POLS 5215 - Management of Nonprofit Organizations 3
- PLAN 5701 - Technology and Sustainable Economic Development 3
- PLAN 5704 - Planning Theory and Practice 3
- CISM 6331 - Strategic Management of Information Technology 3
- ACCT 6264 - Nonprofit Accounting and Auditing 3
- MGNT 5630 - Dispute Resolution in Contemporary Organizations 3

Or another elective approved by the Director.
Capstone Experience: 3 credit hours
- POLS 6290 - Practicum and Assessment 3

Note:

Practicum/ Assessment: Inherent in the GCPM is both an underlying theme and a concerted effort to prepare students to apply the theoretical knowledge gained in the certificate program to "real

world" issues and problems faced in public sector management. The achievement of this goal is finalized through successful completion of the Practicum (application)/ Assessment (evaluation).

The Practicum and Assessment process ensures that the student gains practical knowledge and skill in program and policy administration by applying the latest and most effective theory and practice to their operations. This is achieved by the writing of an analysis paper of the student's public organization or a topic in public management.

Department of Psychology

Psychology-M.A.
Melson 123 • 678-839-6510
www.westga.edu/psydept/

Professors:
C. Aanstoos, J. Dillon (Director of Undergraduate Programs), T. Hart, D. Helminiak, N. Korobov, L. Osbeck, A. Pope, L. Schor

Associate Professors:
M. Bertau, J. Diaz (COSS Fellow for Community & Alumni Engagement), E. Dodson, M. Kunkel (Director of M.A. Program), T. Kurtis, J. Reber (Chair), J. Roberts, C. Simmonds-Moore, K. Skott-Myhre (Interim Associate Dean, College of Social Sciences)

Instructor:
D. Mitchell

Ph.D. In Psychology
Melson Hall • 678-839-6510
www.westga.edu/psydoc/

Professors:
C. Aanstoos, J. Dillon, T. Hart, D. Helminiak, N. Korobov, L. Osbeck, A. Pope, L. Schor

Associate Professors:
M. Bertau, J. Diaz, E. Dodson, M. Kunkel, T. Kurtis, J. Reber (Chair), J. Roberts, C. Simmonds-Moore, K. Skott-Myhre (Interim Associate Dean, College of Social Sciences)

Master of Arts

Psychology, M.A.

Program Description
The Master of Arts degree in Psychology offered by the Psychology Department and is accredited by the Council for Humanistic and Transpersonal Psychologies. It is a unique psychology program in that it has a broadly humanistic orientation, with roots in phenomenological and existential thought, but is closely related to transpersonal approaches. This leads to a holistic view on human *beingness,* which acknowledges particularly subjective and spiritual experiences. Our students will develop self-awareness, critical and creative thinking, and sensitivies to cultural, interpersonal, and dialogical processes as well as social injustices. Graduates have found these capacities valuable in a variety of contexts, including further graduate study, teaching, social service, public and private sector organizations, and community intervention. We value self-inquiry and academic rigor, thus we urge self-reflection and radical personal exploration as well as sustained research and scholarship.

Admission
Applicants for graduate study in psychology are required to have an interview as part of the admission process. Considering the humanistic orientation of this program, the potential for self-awareness, exploratory research, and some knowledge of the humanistic tradition in psychology is given considerable weight in selection of applicants and program planning.

Also, to be admitted as a student to the MA program in psychology, we require a minimum GPA of 2.5 and GRE Quantitative score of 140 and a Verbal score of 146.

Program Requirements
There are two options to complete requirements toward graduation:
Under Option I, students must complete a minimum of 33 hours of course work plus an acceptable original thesis. Thesis will result in a minimum of 3 additional hours for a total of at least 36 credit hours. Up to 9 hours of course work can be taken in graduate courses in departments other than psychology without special permission.

Under Option II, students must complete a total of 45 hours of course work. Up to 12 hours can be taken in graduate courses in departments other than psychology without special permission.

Under both options, students must pass an oral comprehensive exam based on course work and individual research or projects developed over the student's course of study. This requirement is fulfilled under Option I through the student's oral defense of their thesis. Under Option II, a student must submit a written document as directed by their committee.

Thesis Proposal
The nature of the dissertation proposal will reflect the type of thesis undertaken by the student as approved by the thesis Chair.

Thesis Defense
Following approval of the masters thesis by the thesis committee, the student will give an oral presentation followed by a question-and-answer period led by the student's advisor. The thesis defense is open to the public.

There are two required courses: PSYC 6000 - Foundations of Humanistic Psychology, and PSYC 6010 - Human Growth and Potential. All other courses are elective, giving student s the freedom and responsibility to develop their own plans of study. Ideally, a student's individualized plan is developed in collaboration with a faculty mentor. We do not assign students to mentors but encourage students to invite faculty members to serve in that capacity.

Within the broad generalist frame, some students may choose an informal area of emphasis, concentration, or focus. We offer the following as examples of areas of interest pursued by students in our program. Descriptions are available on our program website. Note that many of these areas of focus are overlapping and are NOT intended to suggest exclusivity of emphasis:

Applied Humanistic Psychology (Humanism and Praxis)
Critical Psychology
Consciousness Studies
Dialogical Psychology
Feminist Psychology
Historical and Theoretical Foundations of Psychology
Parapsychology
Psychology of Mind and Body
Community Psychology, Social, and Cultural Approaches to Social Justice
Spirituality and Transpersonal Psychology

Doctorate in Philosophy

Psychology, Ph.D.

The Ph.D. program in Psychology offers an in-depth analysis of the intersection between consciousness and society. This analysis is informed by three foundational theoretical approaches: Humanistic, Transpersonal, and Critical Psychologies. -This foundation provides the reflexive and reflective anchor for our students' scholarly trajectory in the development of their own research interests. The *humanistic* existential tradition provides a phenomenological grounding of consciousness while interrogating relevant research in psychology and other disciplines, from philosophy to the neurosciences. The *transpersonal* approach extends this analysis to include the spiritual dimensions of psychological life informing mind/body studies, integrative health, and the farther reaches of human existence. The *critical* traditions examine the historical position of the discipline as well as cultural representations and practices, situating the constitution of consciousness and subjectivity within social and institutional contexts. In addition, the program emphasizes rigorous training in qualitative research methodologies, creatively addressing the relationship between theory and praxis through ethically informed and engaged modalities of research.

Admissions:
Students will be admitted for the fall semester only. Applicants with a Bachelor's degree will be considered; however, a graduate degree is strongly preferred. Those with degrees outside of psychology are encouraged to apply. Additional courses in the Department of Psychology at the University of West Georgia may be required due to disciplinary background or level of educational attainment (see below).
For additional information please visit the Program website at: https://www.westga.edu/psydoc/ or visit the Graduate Studies page at
https://www.westga.edu/academics/program_page.php?program_id=102.

Matriculation:
Students admitted directly to the doctoral program should expect at least one year of full time attendance. After one year, students may be allowed to change to part time status. The program must be finished within eight years.

Financial Aid and Stipends:
The Department can offer a limited number of stipends for graduate research/teaching assistantships. The department also offers some out of state tuition waivers. See application form for requirements for consideration for such waivers and stipends. Further financial aid may be available through the financial aid office.

Preparation for the doctoral program:
Those with degrees in non-related fields or without a Master's degree may be required to complete twenty hours of coursework, which may include PSYC 6000 - Foundations of Humanistic Psychology and PSYC 6010 - Human Growth and Potential. Other courses can be determined in consultation with faculty. Courses taken at the 7000 level can be taken for Masters level credit or doctoral credit but not both. Those admitted under the condition of having to take additional courses typically finish the preparatory sequence before entering 8000 level courses.

Program Requirements

1. Earn 60 credits in approved doctoral level courses.
   These requirements are in accordance with prevailing standards for psychology doctoral programs. At least 48 credits must be attained from the Psychology Department. The remaining 12 may, upon approval, be comprised of coursework from other universities or from other departments at the University of West Georgia. Of these 12, only 9 may be from another university under the provision that they have not been used toward another degree. Transfer credits are addressed in the specified section of the handbook. At least 32 credits must consist of courses numbered 8000 or above. The remainder may include courses numbered 7000 or above. All required course credits are 4 hours with the exception of PSYC 9002 (which is 2 hours).
2. Earn credit for the following required courses named below. Other 8000 level courses require permission of instructor if required doctoral courses have not been completed.
3. Required 60 hours do not include dissertation hours.

Core Courses
- PSYC 8000 - Consciousness and Experience 4
- PSYC 8001 - Culture and Subjectivity 4
- PSYC 8002 - Studies in Mind-Body 4

Foundations

Take one of the following:
- PSYC 7004 - Historical Foundations of Psychology 4
- PSYC 8007 - Critical Foundations of Psychology 4
- PSYC 8008 - Humanistic Foundations of Psychology 4
- PSYC 8009 - Transpersonal Foundations of Psychology 4

Research Methods
- PSYC 8005 - Human Science Methodologies 4

Note:

All teaching assistants are required to take PSYC 9087 - Teaching Practicum. Students will take or must have taken a graduate class in quantitative methods and approaches. Courses used to fulfill this requirement must be approved by Director and Chair.

Complete the following additional requirements:
Comprehensive Examinations:
Students must demonstrate readiness to advance to doctoral candidacy by successfully passing PSYC 9002 - Doctoral Qualifying Seminar (2hours).

Dissertation Committee:
Before beginning the dissertation proposal, the student should choose a dissertation Chair and committee. The committee should be comprised of 1) a dissertation Chair, who is primarily responsible for the direction of the dissertation and who will be a full-time member of the Department and a member of the Graduate faculty and 2) two faculty members with full-time graduate faculty credentials, one of which may be from outside the Department. The student may also request a fourth member, or external reader, from an outside Department or University. Upon forming the dissertation committee, the student must arrange an initial meeting with the Chair to

establish the timetable for the proposal and dissertation. The dissertation committee will work with the student while the dissertation proposal is started, and the names of committee members and proposal title will be given to the designated department administrator. All members of the committee should be kept informed as to the progress of the proposal and of the dissertation at regular intervals. Any changes in committee membership should be followed by notification of all members and the department administrator.

Dissertation Proposal
The nature of the dissertation proposal will reflect the type of dissertation undertaken by the student as approved by the dissertation Chair.

Proposal Defense:
Once the proposal is finished, the dissertation committee will meet with the candidate to determine feasibility and scholarship of the proposed project. During the meeting, the committee will suggest revisions and evaluate the viability of the candidate's dissertation project. Approved dissertation proposals will be filed with the proper administrative office. Upon approval and filing of the dissertation proposal, the student is officially admitted to candidacy. The proposal defense will be open to any interested faculty.

Dissertation Defense
Following approval of the doctoral dissertation by the dissertation committee, the student will give an oral presentation followed by a question-and-answer period led by the student's advisor. The dissertation defense is open to the public.

Department of Sociology

Pafford 217• 678-839-6505
http://www.westga.edu/sociology

Professors:
J. McCandless (Dean, College of Social Sciences), N. Noori

Associate Professor:
P. Kirk (COSS Fellow for Faculty/Staff Development)

Assistant Professors:
A. Irby-Shasanmi, C. Lee (Director of Graduate Studies), E. McKendry-Smith, W. Tripp
(Coordinator for Graduate Certificate in Data Analysis and Evaluation Methods), J.Weber

Master of Arts

Sociology, M.A.

The Master of Arts degree in Sociology prepares students for advanced graduate studies in the
social sciences and for professional careers in a variety of settings including federal, state, and local
government agencies; not-for-profit organizations, community service groups; market research
firms; and social service organizations. Coursework incorporates classical and contemporary
theoretical perspectives, analysis of cutting edge empirical research, and training in quantitative and
qualitative research methodologies. Students can take coursework and specialize in the following
areas: community development, social inequality, social psychology, health, housing, environment,
comparative sociology, sociology of family, sociology of religion, and social movements.

Admission
To apply to the program, a student is ordinarily expected to have a degree in sociology or a related
discipline. Applicants for graduate study in sociology must have:
1. taken the GRE (the department will waive the GRE for students who have an overall
    GPA of 3.2 and a GPA of 3.5 in Sociology-see below for details)
2. a 750-word intellectual autobiography that includes reasons for seeking the degree, and
3. 3 letters of recommendation.
There is no required minimum GRE score, however, we do have a recommended minimum
combined score of 291 (equivalent to 800 in the old scoring system). Students with scores below
the recommended minimum will still be considered if they have strong letters of recommendation,
a high GPA, and a compelling intellectual biography. Applicants who have taken 21 upper division
hours in Sociology at the University of West Georgia, six of which must be from required courses,
and who meet the GPA requirements listed above do not have to take the GRE to be considered for
regular admission.

To apply or to learn more about the application process, students can consult the following website:
https://www.westga.edu/academics/program_page.php?program_id=58.

Program Requirements

The core courses for the Master's program consist of nine hours in theory, research methodology, and statistics. To satisfy the theory requirement, students must take SOCI 6305 or another 6000-level theory course approved by the department's director of graduate studies. To satisfy the research methodology requirement, students must take SOCI 6013 or SOCI 6613. To satisfy the statistics requirement, students must take SOCI 6003 or another graduate level statistics course approved by the department's director of graduate studies. Students who have not taken an undergraduate theory course in sociology must enroll in SOCI 5053 prior to enrolling in SOCI 6003

Students accepted into the program may choose either Plan I (Thesis) or Plan II (Applied Track). Under Plans I and II students must complete 21 hours of elective course work beyond the core requirements. Under Plan I students must also take three hours of Thesis Preparation (SOCI 6882), and three hours of thesis work (SOCI 6999). A thesis is required under Plan I. Under Plan II students must register for 3 credit hours of additional research methods coursework and 3 credit hours of Internship (SOCI 6286). Courses that will satisfy the methods requirement include: SOCI 6660, SOCI 6613, and SOCI 6275. Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the graduate advisor. Students opting for the Applied Track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their internship. Under either plan, students must complete a minimum of 36 hours, one-half of which must be at the 6000-level. A total of six hours may be selected from courses outside the Master's program in Sociology.

Requirements	Plan I	Plan II
Core Courses	9 hours	9 hours
Elective Courses	21 hours	21 hours
Thesis Preparation	3 hours	N/A
Thesis	3 hours	N/A
Internship	N/A	3 hours
Additional Research Methods	N/A	3 hours
Total Hours	36 hours	36 hours
Final Project	Thesis	Internship Project

Learning Outcomes

Upon completion of this degree program, students will be able to:

- Understand and apply qualitative research methodologies.
- Understand and apply quantitative research methodologies.
- Understand and apply sociological theories.

Graduate Certificate

Graduate Certificate in Data Analysis and Evaluation Methods

The Graduate Certificate in Data Analysis and Evaluation Methods (GCDAEM) focuses on the design of research studies, measurement of variables, data analysis, and formulation of models. Includes instruction in experimental, quasi-experimental, and case study methods; historical research; participant observation; questionnaire design; sampling theory; and statistical methods.

Learning Outcomes
Certificate students will demonstrate the knowledge and understanding of:
- Develop data collection instruments and procedures appropriate for specific research projects
- Show specific knowledge in at least one sphere of program evaluation
- Be able to apply qualitative and quantitative research techniques

Admissions
All graduate applicants must complete the online Grad Application. A one-time application fee of $40 is required.
Applicants should also review the Graduate Studies Website for individual program specific requirements and tasks that must be completed prior to admission. See Graduate Studies Application Process.

International applicants are subject to additional requirements and application deadlines. See Procedures for International Students.

Official transcripts from a regionally or nationally accredited institution are required and should be sent directly to the UWG Admissions Office.

Program of Study

The GCDAEM requires the completion of 15 semester hours of graduate credit.

Foundation course:
- CRIM 6013 - Social Research 3 **(or)**
- SOCI 6013 - Social Research 3
- POLS 6202 - Research Methods for Public Administration 3

One course in program evaluation:
- CRIM 6275 - Planning and Evaluation 3 **(or)**
- SOCI 6275 - Planning and Evaluation 3**(and)**
- POLS 6204 - Public Policy Analysis and Program Evaluation 3

Two courses in research methods:
- SOCI 6613 - Qualitative Research 3
- SOCI 6660 - Institutional Ethnography 3
- CRIM 6015 - Managing Data
- SOCI 6003 - Advanced Statistics for Sociology 3
- POLS 6202 - Research Methods for Public Administration 3
- GEOG 5551 - Introduction to GIS and Mapping Science 3
- EDRS 6303 - School-Based Research Methods 3

- ECON 6430 - Business Forecasting 3
- ECON 6485 - Special Topics in Economics 3
- PSYC 6083 - Research Methods 3

One elective in your area of interest or expertise:

- Education, planning, child development, nonprofit management, public administration, social or environmental policy, nursing, sociology, or criminology.

Note:

Students enrolled in the data analysis and evaluation methods program may use certificate courses toward the completion of MA degrees in Sociology or Criminology. Since both departments regularly teach these courses, no additional courses are required to support the certificate program. Both majors allow six credits outside of the department to count toward the major and an additional three with DGS approval. Also, students seeking the certificate in conjunction with other MA degree programs in the college of Social Sciences must consult their graduate advisors to ensure that they are on track to meet degree requirements.

Richards College of Business

Faye S. McIntyre, Dean
678-839-6467
http://www.westga.edu/business

Graduate Faculty

Professors:
J. Anderson, A. Austin, B. Bergiel, E. Bergiel, R. Best, B. Bird, D. Boldt, J. Burton, R. Colley, J. Deng, S. Dutt, T. Gainey, C. Haynes, J. Haynes, S. Hazari, C. Hodges, M. Kassis, F. McIntyre, F. Parsa, H. Patron, B. Prince, B. Sethna, W. Smith, S. Talpade, D. Turner, J. Wei, J. Yoder, M. Zachary

Associate Professors:
K. Green, M. Halonen-Rollins, L. Liu, J. Murphy, D. Nickell, J. Pridmore, S. Seay, M. Sinkey, J. Upson, S. Velez-Castrillon, S. Webb, M. Yu

Assistant Professors:
Y. Cheng, S. Lopez

Web MBA Faculty:
B. Duesing, J. Eastman, J. Ha, T. Hwang, A. Mackelprang, C. Paul, D. Roebuck, J. Wang, J. Wei, A. Woszczynski, J. Yang

Mission Statement

Vision
To become a globally recognized college of business preparing forward-thinking, responsible leaders.

Mission
We are in the business of transforming lives through education, engagement and experiences.

Strategic Goals and Values

Student Success
Admit quality students and provide them with an education that is rich in experiences and engagement opportunities to prepare them to be effective and ethical professionals.

Academic Success
Recruit, retain and develop faculty and staff by providing sufficient resources to support dynamic and up-to-date bachelor and master-level curricula, to conduct research and other professional activities, and to support engagement with all stakeholders.

Operational Success
Recruit, retain and develop administrative management and staff personnel to manage, develop and support infrastructure and those activities that build internal and external partnerships while working in an ever-changing environment.

Ethical Values

The Richards College of Business community (administrators, faculty, staff, students, and business partners) share a commitment to the principles of honesty and integrity in interactions and undertakings, accountability for personal behavior, and respect for the rights, differences, and dignity of others. In addition, we strive to continuously improve our abilities to recognize unethical behavior and to make ethical and moral decisions.

https://www.westga.edu/academics/business/vision-and-mission.php

The Richards College of Business offers graduate programs in business administration, business education (working with the College of Education), and professional accounting.

These programs are administered through four departments: (1) Accounting and Finance, (2) Economics, (3) Management, and (4) Marketing and Real Estate.

The faculty members are committed to professional development through intellectual activities. The primary means by which instructors can enhance and update the content of their present courses and design new ones is through research and other professional development activities. Intellectual activities are also essential to enhance the status of the Institution among accredited member schools, potential employers, and other publics.

Service to the Institution and to the professional community supports the activities necessary to accomplish the mission. This involvement promotes the design of a superior curriculum, placement of graduates, discovery of new ideas for intellectual activities and classroom instruction, and the procurement of external funding for College activities.

Note: All Richards College of Business students must see their advisors and get their schedules approved before attempting to register.

Criteria for Admissions and Continued Enrollment in Graduate Business Programs

Initial and continued enrollment in any graduate program within the Richards College of Business is not only determined by academic criteria. Honest, ethical, professional behavior must be demonstrated at all times during the admissions process and throughout one's tenure as a student in the program. Students may therefore be denied enrollment or removed from any graduate program for engaging in dishonest, unethical, unprofessional behavior in a class, or in any interaction with University of West Georgia faculty, staff, or students.

The graduate programs in the Richards College of Business rely on a competitive admission process. Applicants must complete an undergraduate degree from an accredited institution. Many graduate courses require undergraduate prerequisites. Applicants must have a grade of "C" or better in all undergraduate prerequisites courses. Undergraduate courses do not count toward a Graduate GPA.

Additionally, the applicant is subject to program specific criteria. Once a student has met the criteria for his or her selected graduate program, the Richards College of Business relies on the Dean or his or her designate to review all aspects of the student's file to determine whether or not the applicant has provided evidence that he or she will likely succeed in the graduate program. If the committee finds that the student has provided evidence to support his or her likely success in the program, the student is admitted. If not, the student is permitted to provide further evidence to support his or her likely success in the program, the student is admitted. Applicants are encouraged

to work closely with the Richards College of Business Student Success Center throughout the admission process.

Each of the Richards College of Business graduate programs may have differing and specific criteria for admission and continued enrollment. Each applicant should carefully review the applicable criteria for their selected program.

Applicants with a native language other than English must submit minimum Test of English as a Foreign Language (TOEFL) or minimum IELTS scores. Unless explicitly stated as a program requirement, all graduate programs within the Richards College of Business adhere to the standards as listed in the International/Permanent Resident section in the UWG undergraduate catalog.

Department of Accounting and Finance

Adamson Hall 202A • 678-839-6469
https://www.westga.edu/mpacc

Accounting permeates the fabric of modern society. It is the discipline that provides financial information that is necessary for the management, control, and evaluation of business enterprises, governmental units, and not-for-profit institutions. Accounting provides the measures of economic activity for our society and for our individual lives. It is the language used to communicate financial information.

The study of accounting requires a serious commitment. Students are expected to dedicate themselves to becoming accounting professionals. Discipline and integrity are essential ingredients for success. Our students are taught that being a professional means putting forth whatever effort is needed to get the job done.

An effective accountant must understand the tax law, securities regulation, accounting, auditing, and other assurance standards, as well as how to motivate employees, how to measure business processes, how to design efficient systems to achieve shareholders' goals and assess the risks involved, how to prevent manipulation of such plans, and how to communicate those plans to the firm and to outsiders. Furthermore, an accounting professional must be able to explain the confusing data to those with little knowledge of the tremendous amount of important detail contained in the financial statements.

Graduate professional education is not just training, just skill development, or just preparation to pass a licensing exam. It is far more than all of these combined. While focusing on the integration of technical expertise and ethical judgment, a graduate education in accounting must develop the student's analytical skills, which will be tested by difficult and often unanticipated economic conditions. This education must also develop the written and oral skills that proficient communication demands.

The MPAcc program serves students graduating from liberal-arts-based B.B.A. programs both at West Georgia and other comparable institutions. In addition, students graduating from non-business degree programs are served. The majority of students are from the local/regional area served by West Georgia. The program also attracts students from outside the University's regional service area, including other states and countries. The program endeavors to attract students with liberal arts degrees. Women and minority candidates are especially encouraged to apply.

The Richards College of Business at the University of West Georgia is accredited by the Association to Advance Collegiate Schools of Business International (AACSB). The undergraduate accounting and MPAcc programs carry the distinction of separate AACSB accreditation as well.

MPAcc Admission Requirements

Applicants to the MPAcc program must hold a bachelor's degree. Admission requires submission of all undergraduate transcripts. The MPAcc program in the Richards College of Business relies on a competitive admission process. Meeting the requirements does not necessarily guarantee admission into the program. In all cases final admission decisions are made by the MPAcc Graduate Admissions Committee. Admission requirements may be met under any of the four following conditions:

1. An undergraduate accounting degree from an AACSB-accredited institution with an overall GPA of 3.2 or higher (on a scale of 4.0) and a minimum of 18 hours of upper division (3000-4000 level) accounting courses with an accounting GPA of 3.0 or higher (on a scale of 4.0).
2. A minimum of 18 hours of upper division (3000-4000 level) accounting courses from an AACSB-accredited institution with an accounting GPA of 3.5 or higher (on a scale of 4.0).
3. A minimum 2.5 overall GPA and a score of 950 points based on the formula: (undergraduate GPA (on a 4.0 scale) x 200) + the applicant's Graduate Management Admissions Test (GMAT) score (minimum 450), and a 3.0 or higher on the analytical writing section of the GMAT.
4. A minimum 2.5 upper division GPA and a score of 1000 points based on the formula: (upper division undergraduate GPA (last 60 hours, on a 4.0 scale) x 200) + the applicant's GMAT score (minimum 450), and a 3.0 or higher on the analytical writing section of the GMAT.

International students must submit a minimum 550 paper-based, 213 computer-based, or 79-80 internet-based on TOEFL score.

In a limited number of cases, prospective students who already hold a graduate degree may apply for and be granted a GMAT waiver. To be considered for a GMAT waiver, applicants must submit the GMAT Test Score Waiver Form with supporting documentation. This form is available through the Richards College of Business Student Success Center.

Master of Professional Accounting

Master of Professional Accounting, MPAcc

Course Requirements
To obtain a Master of Professional Accounting, a student with a degree in accounting from UWG or an equivalent program must complete ten (10) courses (30 semester hours) beyond the foundation and basic accounting courses.
The program is open to students with undergraduate degrees in accounting as well as students with degrees in fields other than accounting. Foundation and basic accounting courses are required of candidates who have not successfully completed these courses. The Department of Accounting & Finance Graduate Committee will evaluate transcripts of previous academic work to determine the number, if any, of these courses that will be required.

Foundation Courses
(Common body of knowledge)
- ACCT 2101 - Financial Accounting
- ACCT 2102 - Managerial Accounting
  (and)
- ECON 2105 - Macroeconomics **(or)**
- ECON 2106 – Microeconomics
  (and)
- ECON 3402 - Statistics for Business and Economics
- FINC 3511 - Corporate Finance

Students without an undergraduate degree in business may complete the foundation courses through self-study modules. Modules are available for each of the five foundation courses;

however, students entering the MPAcc program are encouraged to complete ACCT 2101 and ACCT 2102 through classroom instruction.

Basic Accounting Courses
- ACCT 3212 - Financial Reporting I
- ACCT 3213 - Financial Reporting II
- ACCT 3232 - Managerial Accounting
- ACCT 3251 - Income Tax Accounting for Individuals
- ACCT 4241 - Accounting Information Systems
- ACCT 4261 - Auditing

MPAcc Courses

- ACCT 6242 - Strategic Information Systems 3
- ACCT 6216 - Seminar in Financial Reporting 3
- ACCT 6233 - Seminar in Cost Accounting 3
- ACCT 6253 - Seminar in Tax Accounting 3
- ACCT 6263 - Seminar in Auditing 3
- ACCT 6264 - Nonprofit Accounting and Auditing 3
- ECON 6461 - International Finance 3
- FINC 6532 - Finance 3

And two of the following:

- ACCT 5233 - Strategic Cost Management 3
- ACCT 5265 - Sustainability Accounting and Reporting 3
- ABED 6100 - Strategic Business Communication 3
- CISM 6331 - Strategic Management of Information Technology 3

Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all MPAcc students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses. Only one repeat per course is allowed. The new grade will not replace the previously earned grade; instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog).

To complete the degree requirements, students must pass a comprehensive written examination. All requirements must be completed within six (6) years from the date of matriculation as a graduate student.

Any MPAcc student earning a grade of "F" or "WF" during the course of his or her program of study will be subject to dismissal from the program.

Department of Management

Master of Business Administration Degree
https://www.westga.edu/mba/
678-839-6467

Through a rigorous and intellectually challenging experience, the Master of Business Administration (MBA) program engages students in the process of solving business problems. The MBA program prepares students to perform effectively in management positions or to pursue further studies. The objectives of the MBA program are to enhance the student's ability to:

- Communicate at a professional level in oral presentations and in writing using appropriate technologies.
- Work effectively with others and lead in organizational situations.
- Identify how globalization affects organizations and their environment.
- Recognize the importance of ethical decision making.
- Integrate analytical and problem solving skills with concepts and theories from all functional areas of business using appropriate analytical and decision making technologies.

The MBA program is accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting agency for management education. The MBA serves working professionals through evening courses on the main campus in Carrollton, and our satellite locations in Newnan and Douglasville. Full time MBA students enrolled for the Fall semester on the Carrollton campus can complete the MBA program in one year. The online Georgia WebMBA® program is also available as a separate program (listed below).

MBA Admission Criteria
The MBA program in the Richards College of Business relies on a competitive admission process. In all cases final admission decisions are made by the appropriate Richards College of Business Graduate Program Director.
Applicants must attain a score of 950 points based on the formula: (undergraduate GPA (on a 4.0 scale) x 200) + the applicant's Graduate Management Admissions Test (GMAT) score, and a 3.0 or higher on the analytical writing section of the GMAT: OR

Attain a score of 1000 points based on the formula: (the upper division undergraduate GPA (last 60 hours, on a 4.0 scale) x 200) + the applicant's GMAT score, and a 3.0 or higher on the analytical writing section of the GMAT: OR

Students who have completed a baccalaureate degree from the Richards College of Business with an overall GPA of 3.0 or higher will be exempted from the GMAT: OR

In a limited number of cases, prospective students with substantial management experience (in rank and tenure) and a strong academic background may apply for and be granted a GMAT Waiver. To be considered for a GMAT waiver, applicants must submit the GMAT Test Score Waiver Form with supporting documentation. This form is available through the Richards College of Business Student Success Center.

Master of Business Administration

Georgia WebMBA®

The Georgia WebMBA® is a 30 semester hour program that offers professionals the opportunity to earn an accredited online MBA degree. As one of the six collaborating institutions, the University of West Georgia admits students into this program each Spring and Fall. All participating institutions are accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting body for business degree programs.

Admission requirements for the Georgia WebMBA® are the same as those for the traditional MBA program with the additional requirements of a minimum of two years professional work experience. All Georgia WebMBA® courses are offered completely online. The Georgia WebMBA® is a lockstep program in that all students in each cohort complete all courses together. The program is part-time (6 credits per semester). If all coursework is completed on schedule, students earn the degree in 22 months.

Prior to entering the WebMBA program, students must demonstrate competency in the principles and practices of business. This can be demonstrated by successfully completing undergraduate courses or through the completion of learning modules in the following areas:

- Financial Accounting
- Managerial Accounting
- Corporate Finance
- Business Statistics

Georgia WebMBA® Admission Criteria

The WebMBA® program in the Richards College of Business relies on a competitive admission process. In all cases final admission decisions are made by the Richards College of Business Graduate Admissions Committee.

Attain a score of 950 points based on the formula: (undergraduate GPA (on a 4.0 scale) x 200) + the applicant's Graduate Management Admissions Test (GMAT) score and a 3.0 or higher on the analytical writing section of the GMAT: OR

Attain a score of 1000 points based on the formula: (the upper division undergraduate GPA (last 60 hours, on a 4.0 scale) x 200) + the applicant's GMAT score and a 3.0 or higher on the analytical writing section of the GMAT: OR

In a limited number of cases, prospective students with substantial management experience (in rank and tenure) and a strong academic background may apply for and be granted a GMAT Waiver. To be considered for a GMAT waiver, applicants must submit the GMAT Test Score Waiver Form with supporting documentation. This form is available through the Richards College of Business Student Success Center.

Required Graduate Coursework
- WMBA 1000 - WebMBA® Orientation (two-day orientation required of all students)
- WMBA 6000 - Human Behavior in Organizations
- WMBA 6010 - Managerial Accounting
- WMBA 6030 - Global and International Business
- WMBA 6040 - Managerial Decision Analysis
- WMBA 6050 - Strategic Marketing
- WMBA 6100 - Productions and Operations Management
- WMBA 6060 - Managerial Finance
- WMBA 6070 - Entrepreneurship-New Venture Analysis
- WMBA 6080 - Management Information Systems
- WMBA 6110 - Business Strategy (Capstone)

Master of Business Administration with a Concentration in Business Intelligence and Cyber Security, M.B.A.

Program Requirements
To earn the Master of Business Administration degree with a Concentration in Business Intelligence and Cyber Security, a student must successfully complete 33 graduate credit hours.

Core Courses Required (18 hours):

- MKTG 6815 - Marketing Strategy 3
- ACCT 6232 - Managerial Accounting 3
- ECON 6450 - Managerial Economics 3
- FINC 6532 - Finance 3
- MGNT 6670 - Organizational Theory and Behavior 3
- MGNT 6681 - Strategic, Ethical, and Global Management 3

Business Intelligence and Cyber Security (12hours):

- CISM 5330 - Enterprise Architecture 3
- CISM 5390 - Business Intelligence and Data Mining 3
- CISM 5355 - Cyber Security 3
- CISM 6331 - Strategic Management of Information Technology 3

One Elective Course (3 hours):

Working with the Student Success Center, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

Master of Business Administration with a Concentration in Digital Marketing, M.B.A.

Program Requirements

To earn the Master of Business Administration degree with a Concentration in Digital Marketing, a student must successfully complete 33 graduate credit hours.

Core Courses Required (18 hours):

- MKTG 6815 - Marketing Strategy 3
- ACCT 6232 - Managerial Accounting 3
- ECON 6450 - Managerial Economics 3
- FINC 6532 - Finance 3
- MGNT 6670 - Organizational Theory and Behavior 3
- MGNT 6681 - Strategic, Ethical, and Global Management 3

Digital Marketing (12 hours):

- MKTG 5818 - Business Web Design 3
- MKTG 5868 - Marketing Metrics 3
- MKTG 5810 - Social Media and Online Marketing 3
- MKTG 6850 - Analytical Methods in Marketing 3

One Elective Course (3 hours):

Working with the Student Success Center, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

Master of Business Administration with a Concentration in Sales and Consumer Research, M.B.A.

Program Requirements

To earn the Master of Business Administration degree with a Concentration in Sales and Consumer Research, a student must successfully complete 33 graduate credit hours.

Core Courses Required (18 hours):
- MKTG 6815 - Marketing Strategy 3
- ACCT 6232 - Managerial Accounting 3
- ECON 6450 - Managerial Economics 3
- FINC 6532 - Finance 3
- MGNT 6670 - Organizational Theory and Behavior 3
- MGNT 6681 - Strategic, Ethical, and Global Management 3

Sales and Consumer Research (12 hours):
- MKTG 5805 - Sales Management 3
- MKTG 5864 - Consumer Behavior 3
- MKTG 5868 - Marketing Metrics 3
- MKTG 6850 - Analytical Methods in Marketing 3
- One Elective Course (3 hours):

Working with the Student Success Center, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

Master of Business Administration, M.B.A.

Degree Requirements

Prior to enrolling in the MBA program, admitted students must demonstrate basic competency in business subjects. Most students with an undergraduate degree in a business field will have demonstrated their competency through the successful completion of previous course work (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency, if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module that includes a competency exam in the subject area (learning modules are delivered as online content, please contact the Student Success Center for details). A student must demonstrate competency in the following business content areas.

Content Areas
- (ACCT 2101) Financial Accounting
- (ACCT 2102) Managerial Accounting
- (ECON 2105 or ECON 2106) Economics
- (ECON 3402) Statistics for Business and Economics
- (FINC 3511) Corporate Finance
- Graduate Coursework (30 credit hours)

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours outlined below. A student can earn a Master of Business Administration with a Concentration by choosing to complete additional credit hours (please see details below). Students with an undergraduate degree in Accounting must substitute another course for ACCT 6232 with approval from the Student Success Center. A student must also demonstrate an understanding of the content covered in the graduate course work by completing a comprehensive exam that is incorporated into the capstone course, MGNT 6681 - Strategic, Ethical, and Global Management.

Required Graduate Courses (18 credit hours)
- ACCT 6232 - Managerial Accounting 3
- ECON 6450 - Managerial Economics 3
- FINC 6532 - Finance 3
- MGNT 6670 - Organizational Theory and Behavior 3
- MGNT 6681 - Strategic, Ethical, and Global Management 3
- MKTG 6815 - Marketing Strategy 3

Elective Courses (12 credit hours)

Working with the Student Success Center, MBA students develop a four course area of elective study. All elective courses must be on the 5000 level or higher and two of the courses must be on the 6000 level or higher. Two elective courses must be taken in the Richards College of Business.

Department of Economics

Certificate
International Business Certificate

The certificate requires the completion of three international based courses (12 credit hours). It can be earned by completing six credit hours of courses in residence relevant to international studies and three credit hours in a non-domestic location.

Requirements:

- Completion of 6 hours of earned university foreign language credit or a foreign language waiver.
- Completion of 12 hours of upper division approved "International Business Courses". Approved courses include: ECON 3425, ECON 4450, ECON 4455, ECON 4470; FINC 4521; MKTG 4866; MGNT 3627, MGNT 4625. No more than two courses may be taken from any functional area. Upper division business courses taken as part of an approved study abroad program will be considered approved "International Business Courses". Other courses must be approved by the Assistant dean of the Richards College of Business or the Chair of the Department of Economics.
- At least one course (3 hours) of certificate coursework must be taken as part of a study abroad program.
- Completion of certificate requirements will be noted on the student's transcript.

Tanner Health System School of Nursing

Jenny Schuessler, Ph.D., R.N., Dean
Tanner Health System School of Nursing Building • 678-839-6552
https://www.westga.edu/nursing

Mission Statement
The University of West Georgia, Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision Statement
The Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

Professors:
J. Schuessler (Dean)

Associate Professors:
M. Bishop, C. Brown, J. Carlisle, L. Caramanica, L. Mason-Barber (Associate Dean), S. Welch (Associate Dean)

Assistant Professors:
C. Barbour, C. Berding, T. McClenny, S. Richter (MSN Director), L. Robinson, D. Volkert (EdD Director)

Master of Science in Nursing

Master of Science in Nursing, M.S.N.

The Tanner Health System School of Nursing at the University of West Georgia offers a Master of Science degree with role options in either education or health systems leadership and a post-master's certificate program in education and health systems leadership. The nursing education track is a program of study that addresses innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Students develop expertise in health education and promotion, patient education, professional development, or college/university teaching. The health systems leadership track is a program of study designed to prepare nurse managers/leaders and clinical nurse leaders (CNLs). The CNL is a role designed by American Association of Colleges of Nursing (AACN, 2003) to prepare a leader who is accountable for management of care and the care environment.

Courses in the curriculum build upon courses in the baccalaureate program in nursing. Students apply research concepts, theories, and skills in the

development of the role components of the program. The Master of Science in Nursing Program is designed to meet the need for nurse educators, leaders/managers, and clinical nurse leaders (CNLs) in a variety of health care settings. Students may complete the course of study in four semesters of full-time course work, or students may pursue the degree on a part-time basis. Course work is provided using 100 % online, asynchronous instruction.

MSN Program Objectives
The purpose of the MSN program is to prepare registered nurses for advanced practice in the areas of health systems leadership and nursing education.
1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize leadership skills to promote ethical and critical decision making and effective working relationships.
3. Apply quality improvement and safety principles within an organization to improve educational and practice outcomes.
4. Translate scholarship into practice by applying research outcomes within educational and practice settings.
5. Employ client care and communication technologies to deliver quality care.
6. Employ advocacy strategies to influence health and health care.
7. Serve as a member and leader of inter-professional teams to create caring and collaborative relationships.
8. Apply organizational, client-centered, and culturally appropriate concepts to enhance population based care for individuals, families, and aggregates.

Admission Requirements for the MSN Program
Admission is based on several criteria including the following:
- Completion of a basic undergraduate statistics course with a grade of C or higher prior to enrollment or during the first semester of the program
- Evidence of current licensure as a registered nurse (RN) in the United States must be provided within application
- Earned Bachelor of Science in Nursing (BSN) degree from an NLNAC or CCNE accredited program
- Official transcript from each college or university attended
- Satisfactory certificate of immunization (for a new UWG student)
- GPA of 3.0 (4.0 scale) for all upper division nursing courses

- Professional resumeTwo letters of recommendation from individuals who are knowledgeable of the applicant's professional and academic abilities

Accreditation

The MSN program is accredited by the Commission on Collegiate Nursing Education. Information about accreditation may be obtained from the following:

Commission on Collegiate Nursing Education

One Dupont Circle, NW

Washington, DC 20036-112

www.AACN.NCHE.edu

202-887-6791

Academic Standards

A minimum grade of B or S is required in all courses in the Master of Science in Nursing (MSN) and Doctorate in Nursing Education (EdD) program. Students who earn a grade of C, WF, or U in any two courses, who earn one U in 9019, or who earn an F in any one course, will be dismissed from the program. Students who earn a C, WF, or U may repeat that course one time only except for NURS 9019. Students who earn one U in NURS 9019, Independent Study, will be dismissed from the Doctorate in Nursing Education (EdD) program.

Provisional Admission

Students who do not meet all of the criteria for admission may be considered for provisional admission pending space available.

Non Degree Seeking Students

Non-degree and personal enrichment students may be admitted to select nursing courses on a space available basis only. Please be aware that no more than 9 hours taken as a post baccalaureate or non-degree student may subsequently be applied to a degree. In most situations, students will not be allowed to take the full 9 hours; therefore; students attempting to gain admittance to a degree program should make every effort to take the appropriate admissions test as soon as possible.

MSN Nursing Curriculum

The Tanner Health System School of Nursing at the University of West Georgia offers a Master of Science in Nursing degree with role options in either education or health systems leadership and a post- masters certificate program in education and health systems leadership. The MSN program is a professional degree program requiring 36 semester hours of credit.

Nurse Educator Track Courses (36 hours)

The Nurse Educator Track is a program of study that addresses innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Students will be able to develop expertise in health education and promotion, patient education, professional development, or college/university teaching.

Semester 1 - (Fall - 9 semester hrs)
- NURS 6101 - Theoretical Foundations of Nursing Practice 3
- NURS 6102 - Role of Caring Hlthcare Prof 2
- NURS 6103 - Health Promotion & Advanced Health Assessment 3
- NURS 6900 - Scholarly Writing 1

Semester 2 - (Spring - 9 semester hrs)
- NURS 6104 - Scholarly Inquiry and Data Analysis in Nursing 3
- NURS 6105 - Leadership for Quality, Safety, and Health Policy 3
- NURS 6106 - Pathophysiology and Pharmacology I 3

Semester 3 - (Fall - 10 semester hrs)
- NURS 6107 - Pathophysiology and Pharmacology II 3
- NURS 6109 - Informatics, Technology, and Healthcare Outcomes 2
- NURS 6110 - Curriculum Development in Nursing Education 3
- NURS 6111 - Nurse Educator Role Practicum I 2

Semester 4 - (Spring - 8 semester hrs)
- NURS 6108 - Epidemiology for Nursing Education and Practice 3
- NURS 6112 - Nurse Educator Role Practicum II 2
- NURS 6113 - Evaluation and Testing in Nursing Education 3

Health Systems Leadership Track Courses, Leader/Manager (36 hours)

The Leader/Manager track is a program of study designed to increase knowledge and skills needed to succeed in a variety of nursing leadership positions within the evolving healthcare environment. Courses focus on nursing leadership/ management, managed care, outcome measurement, patient safety, quality improvement, cost effectiveness, patient-centered care and implementing change in the health delivery system.

Semester 1 - (Fall - 9 semester hrs)
- NURS 6101 - Theoretical Foundations of Nursing Practice 3
- NURS 6102 - Role of Caring Hlthcare Prof 2
- NURS 6114 - Introduction to Health Systems Leadership 3
- NURS 6900 - Scholarly Writing 1

Semester 2 - (Spring - 9 semester hrs)
- NURS 6104 - Scholarly Inquiry and Data Analysis in Nursing 3
- NURS 6105 - Leadership for Quality, Safety, and Health Policy 3
- NURS 6115 - The Business of Healthcare: Financial and Economic Evidence 3

Semester 3 - (Fall - 10 semester hrs)
- NURS 6116 - Leading Human Resource Systems 3
- NURS 6117 - Health Systems Leadership: Role of the Leader/Manager I 3

- NURS 6119 - Health Systems Leadership Leader/Manager Practicum I 2
- NURS 6109 - Informatics, Technology, and Healthcare Outcomes 2

Semester 4 - (Spring - 8 semester hrs)
- NURS 6108 - Epidemiology for Nursing Education and Practice 3
- NURS 6118 - Health Systems Leadership: Role of the Leader/Manager II 3
- NURS 6120 - Health Systems Leadership Leader/Manager Practicum II 2

Health Systems Leadership Track Courses, Clinical Nurse Leader (36 hours)

The Clinical Nurse Leader is a program of study that prepares nurses for the CNL role as developed by the American Association of Colleges of Nursing (AACN, 2003). A CNL is a generalist who provides and manages care at the point of service by coordinating, delegating and supervising care activities provided by the health care team, which includes licensed nurses, technicians and other professionals. The CNL assumes accountability for client care outcomes by assimilating evidence-based information and using it to design, implement and evaluate care. Courses focus on patient-centered care, evidence-based practice, pharmacology, client-care coordination, holistic health assessment, care of diverse populations, health policy, health systems, business and economics, statistics, leadership/management, quality improvement, risk management and public/community health.

Semester 1 - (Fall - 9 semester hrs)
- NURS 6101 - Theoretical Foundations of Nursing Practice 3
- NURS 6102 - Role of Caring Hlthcare Prof 2
- NURS 6103 - Health Promotion & Advanced Health Assessment 3
- NURS 6900 - Scholarly Writing 1

Semester 2 - (Spring - 9 semester hrs)
- NURS 6104 - Scholarly Inquiry and Data Analysis in Nursing 3
- NURS 6105 - Leadership for Quality, Safety, and Health Policy 3
- NURS 6106 - Pathophysiology and Pharmacology I 3

Semester 3 - (Fall - 10 semester hrs)
- NURS 6107 - Pathophysiology and Pharmacology II 3
- NURS 6122 - Health Systems Leadership Clinical Nurse Leader Practicum I 2
- NURS 6124 - Health Systems Leadership Role of the Clinical Nurse Leader 3
- NURS 6109 - Informatics, Technology, and Healthcare Outcomes 2

Semester 4 - (Spring - 8 semester hrs)
- NURS 6108 - Epidemiology for Nursing Education and Practice 3
- NURS 6123 - Health Systems Leadership Clinical Nurse Leader Practicum II 4
- NURS 6125 - Health Systems Leadership Clinical Nurse Leader Seminar 1

Doctorate in Education
Doctorate in Nursing Education, Ed.D.

The Doctorate in Nursing Education program is designed to prepare nurse educators for the 21st century. The Tanner Health System School of Nursing and the College of Education collaborated to develop a joint curriculum taught by both Tanner Health System School of Nursing faculty and College of Education faculty. Competencies include the knowledge and skills in theoretical and analytic approaches to the discovery and application of knowledge in nursing education. The core competencies reflect the Core competencies of Nurse Educators by the National League for Nursing (2005). No such programs exist in Georgia and only a few exist in the nation.

The program is offered 100 percent online and includes a total of 60 semester hours. A two-day, on-site orientation seminar will introduce learners to key components of the doctoral program. Through structured activities and facilitator-guided dialogue, learners will gain an understanding of the doctoral program goals, structure, and culture. Students will develop strategies for successfully engaging in doctoral learning and building an effective doctoral community. Classroom instruction will be delivered primarily through asynchronous communication. Communication between professor and students will be promoted within the university's course management system.

Ed.D Program Objectives
1. Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.
2. Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.
3. Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.
4. Advance the scholarship of nursing education.
5. Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.

Admission Requirements for the Doctorate in Nursing Education
- Earned Masters of Science in Nursing (MSN) degree from an accredited institution.
- G.P.A. of 3.0 or higher on a 4.0 scale graduate nursing program.
- Official transcript from each college or university attended.
- Three letters of recommendation from individuals who are knowledgeable of the applicant's professional and academic abilities.
- Sample of academic writing limited to five pages (An academic paper presented in a previous graduate course that demonstrates knowledge

of an area, powers of organization, command of language, and communication skills).

- Current unencumbered RN license in the state in which the student will practice.
- Professional curriculum vitae.
- GRE scores.

Provisional Admission to Ed.D Program
Students who do not meet all of the criteria for admission may be considered for provisional admission pending space availability.

Curriculum (60 Credit Hours) Prior to Fall 2013

Semester 1 - (Fall - 6 semester hrs)
- NURS 9001 - Current Trends and Issues in Nursing Education 3
- NURS 9002 - Quantitative Research in Nursing 3

Semester 2 - (Spring - 9 semester hrs)
- NURS 9003 - Principles of Qualitative Inquiry: Design and Methods 3
- NURS 9004 - Teaching the Adult Learner 3
- NURS 9005 - Nursing Theory in Nursing Education 3

Semester 3 - (Summer - 6 semester hrs)
- NURS 9006 - Educational and Healthcare Policy Analysis 2
- NURS 9007 - Applied Statistical Methods in Nursing 3

Semester 4 - (Fall - 10 semester hrs)
- MEDT 7472 - Introduction to Distance Learning 3
- NURS 9008 - Theoretical and Philosophical Foundations of Education 3
- NURS 9009 - Curriculum: Theory and Practice 3
- NURS 9010 - Nursing Research Seminar 1.0

Semester 5 - (Spring - 10 semester hrs)
- MEDT 7475 - The Distance Education Professional 3
- NURS 9011 - Ethics in Educational Leadership 3
- NURS 9012 - Nursing Education Synthesis 3
- NURS 9010 - Nursing Research Seminar 1.0

Semester 6 (Summer - 7 semester hrs)
- NURS 9013 - Nursing Education Leadership for Diversity for the 21st century 3
- NURS 9014 - Directed Readings 3
- NURS 9010 - Nursing Research Seminar 1.0

Semester 7 - (Fall - 4 semester hrs)
- NURS 9015 - Dissertation 1.0

Semester 8 - (Spring - 4 semester hrs)
- NURS 9015 - Dissertation 1.0

Semester 9 - (Summer - 4 semester hrs)

- NURS 9015 - Dissertation 1.0

Curriculum (60 Credit Hours) Beginning Fall 2014

Semester 1 - (Fall - 6 semester hrs)
- NURS 9001 - Current Trends and Issues in Nursing Education 3
- NURS 9002 - Quantitative Research in Nursing 3

Semester 2 - (Spring - 9 semester hrs)
- NURS 9003 - Principles of Qualitative Inquiry: Design and Methods 3
- NURS 9004 - Teaching the Adult Learner 3
- NURS 9005 - Nursing Theory in Nursing Education 3

Semester 3 - (Summer - 6 semester hrs)
- NURS 9006 - Educational and Healthcare Policy Analysis 2
- NURS 9007 - Applied Statistical Methods in Nursing 3

Semester 4 - (Fall - 9 semester hrs)
- MEDT 7472 - Introduction to Distance Learning 3
- NURS 9008 - Theoretical and Philosophical Foundations of Education 3
- NURS 9009 - Curriculum: Theory and Practice 3

Semester 5 - (Spring - 9 semester hrs)
- MEDT 7475 - The Distance Education Professional 3
- NURS 9011 - Ethics in Educational Leadership 3
- NURS 9012 - Nursing Education Synthesis 3

Semester 6 (Summer - 6 semester hrs)
- NURS 9013 - Nursing Education Leadership for Diversity for the 21st century 3
- NURS 9014 - Directed Readings 3

Semester 7 - (Fall - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Semester 8 - (Spring - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Semester 9 - (Summer - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Semester 10 - (Fall - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Semester 11 - (Spring - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Curriculum (60 Credit Hours) Beginning Fall 2015

Semester 1 - (Fall - 10 semester hrs)
- NURS 9001 - Current Trends and Issues in Nursing Education 3
- NURS 9004 - Teaching the Adult Learner 3
- NURS 9005 - Nursing Theory in Nursing Education 3
- NURS 6900 - Scholarly Writing 1

Semester 2 - (Spring - 6 semester hrs)
- NURS 9002 - Quantitative Research in Nursing 3
- NURS 9003 - Principles of Qualitative Inquiry: Design and Methods 3

Semester 3 - (Summer - 5 semester hrs)

- NURS 9006 - Educational and Healthcare Policy Analysis 2
- NURS 9007 - Applied Statistical Methods in Nursing 3

Semester 4 - (Fall - 9 semester hrs)
- NURS 9008 - Theoretical and Philosophical Foundations of Education 3
- NURS 9009 - Curriculum: Theory and Practice 3
- NURS 9018 - Advanced Research Methods 3

Semester 5 - (Spring - 9 semester hrs)
- NURS 9011 - Ethics in Educational Leadership 3
- NURS 9012 - Nursing Education Synthesis 3
- NURS 9016 - Distance Education in Nursing 3

Semester 6 (Summer - 6 semester hrs)
- NURS 9013 - Nursing Education Leadership for Diversity for the 21st century 3
- NURS 9014 - Directed Readings 3

Semester 7 - (Fall - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Semester 8 - (Spring - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Semester 9 - (Summer - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Semester 10 - (Fall - 3 semester hrs)
NURS 9015 - Dissertation 1.0

Semester 11 - (Spring - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Curriculum Part-Time Plan of Study (60 Credit Hours) Beginning Fall 2016

Semester 1 - (Fall - 7semester hrs)
- NURS 9001 - Current Trends and Issues in Nursing Education 3
- NURS 9005 - Nursing Theory in Nursing Education 3
- NURS 6900 - Scholarly Writing 1

Semester 2 - (Spring - 6 semester hrs)
- NURS 9002 - Quantitative Research in Nursing 3
- NURS 9003 - Principles of Qualitative Inquiry: Design and Methods 3

Semester 3 - (Summer - 5 semester hrs)
- NURS 9006 - Educational and Healthcare Policy Analysis 2
- NURS 9007 - Applied Statistical Methods in Nursing 3

Semester 4 - (Fall - 6 semester hrs)
- NURS 9004 - Teaching the Adult Learner 3
- NURS 9008 - Theoretical and Philosophical Foundations of Education 3

Semester 5 - (Spring - 6 semester hrs)
- NURS 9011 - Ethics in Educational Leadership 3
- NURS 9016 - Distance Education in Nursing 3

Semester 6 (Summer - 3 semester hrs)

- NURS 9013 - Nursing Education Leadership for Diversity for the 21st century 3

Semester 7 - (Fall - 6 semester hrs)
- NURS 9009 - Curriculum: Theory and Practice 3
- NURS 9018 - Advanced Research Methods 3

Semester 8 - (Spring - 3 semester hrs)
- NURS 9012 - Nursing Education Synthesis 3

Semester 9 - (Summer - 3 semester hrs)
- NURS 9014 - Directed Readings 3

Semester 10 - (Fall - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Semester 11 - (Spring - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Semester 12 - (Summer - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Semester 13 - (Fall - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Semester 14 - (Spring - 3 semester hrs)
- NURS 9015 - Dissertation 1.0

Curriculum Full Time Plan of Study (60 Credit Hours) Beginning Fall 2017

Semester 1 - (Fall - 10 semester hrs)
- NURS 9001 - Current Trends and Issues in Nursing Education 3
- NURS 9004 - Teaching the Adult Learner 3
- NURS 9005 - Nursing Theory in Nursing Education 3
- NURS 6900 - Scholarly Writing 1

Semester 2 - (Spring - 6 semester hrs)
- NURS 9002 - Quantitative Research in Nursing 3
- NURS 9003 - Principles of Qualitative Inquiry: Design and Methods 3

Semester 3 -(Summer - 5 semester hrs)
- NURS 9006 - Educational and Healthcare Policy Analysis 2
- NURS 9007 - Applied Statistical Methods in Nursing 3

Semester 4 - (Fall - 9 semester hrs)
- NURS 9008 - Theoretical and Philosophical Foundations of Education 3
- NURS 9009 - Curriculum: Theory and Practice 3
- NURS 9018 - Advanced Research Methods 3

Semester 5 - (Spring - 9 semester hrs)
- NURS 9011 - Ethics in Educational Leadership 3
- NURS 9012 - Nursing Education Synthesis 3
- NURS 9016 - Distance Education in Nursing 3

Semester 6 - (Summer - 6 semester hrs)
- NURS 9013 - Nursing Education Leadership for Diversity for the 21st century 3
- NURS 9014 - Directed Readings 3

Semester 7 - (Fall - 3 semester hrs)

- NURS 9019 - Independent Study 3

Semester 8 - (Spring - 3 semester hrs)
- NURS 9015 - Dissertation 1.0 - 4.0

Semester 9 - (Summer - 3 semester hrs)
- NURS 9015 - Dissertation 1.0 - 4.0

Semester 10 - (Fall - 3 semester hrs)
- NURS 9015 - Dissertation 1.0 - 4.0

Semester 11 - (Spring - 3 semester hrs)
- NURS 9015 - Dissertation 1.0 - 4.0

Curriculum Part-Time Plan of Study (60 Credit Hours) Beginning Fall 2017

Semester 1 - (Fall - 7 semester hrs)
- NURS 9001 - Current Trends and Issues in Nursing Education 3
- NURS 9005 - Nursing Theory in Nursing Education 3
- NURS 6900 - Scholarly Writing 1

Semester 2 - (Spring - 6 semester hrs)
- NURS 9002 - Quantitative Research in Nursing 3
- NURS 9003 - Principles of Qualitative Inquiry: Design and Methods 3

Semester 3 - (Summer - 5 semester hrs)
- NURS 9006 - Educational and Healthcare Policy Analysis 2
- NURS 9007 - Applied Statistical Methods in Nursing 3

Semester 4 - (Fall - 6 semester hrs)
- NURS 9004 - Teaching the Adult Learner 3
- NURS 9008 - Theoretical and Philosophical Foundations of Education 3

Semester 5 - (Spring - 6 semester hrs)
- NURS 9011 - Ethics in Educational Leadership 3
- NURS 9016 - Distance Education in Nursing 3

Semester 6 - (Summer - 3 semester hrs)
- NURS 9013 - Nursing Education Leadership for Diversity for the 21st century 3

Semester 7 - (Fall - 6 semester hrs)
- NURS 9009 - Curriculum: Theory and Practice 3
- NURS 9018 - Advanced Research Methods 3

Semester 8 - (Spring - 3 semester hrs)
- NURS 9012 - Nursing Education Synthesis 3

Semester 9 - (Summer - 3 semester hrs)
- NURS 9014 - Directed Readings 3

Semester 10 - (Fall - 3 semester hrs)
- NURS 9019 - Independent Study 3

Semester 11 - (Spring - 3 semester hrs)
- NURS 9015 - Dissertation 1.0 - 4.0

Semester 12 - (Summer 3 semester hrs)
- NURS 9015 - Dissertation 1.0 - 4.0

Semester 13 - Fall - (3 semester hrs)
- NURS 9015 - Dissertation 1.0 - 4.0

Semester 14 - (Spring - 3 semester hrs)
- NURS 9015 - Dissertation 1.0 - 4.0

Post Master's Certificate
Health Systems Leadership Post-Master's Certificate, Clinical Nurse Leader
The purpose of the Tanner Health System School of Nursing post-master's certificate programs in Nursing Education and Health Systems Leadership is to prepare advanced practice registered nurses for careers in nursing education and health systems leadership. Admission is limited to registered nurses licensed in Georgia with an earned master's degree in nursing from CCNE accredited program.

Courses (10 credit hours)

The Post-Master's Certificate for Clinical Nurse Leader is designed for a registered nurse who has earned a master's degree in another nursing specialization and wishes to be eligible to take the CNL certification exam. To be granted the post-master's certificate, students must complete a minimum of 10 credit hours at University of West Georgia Tanner Health System School of Nursing including 425 practicum hours.

Post-Master's Certificate for Clinical Nurse Leader students must successfully complete graduate didactic and clinical requirements of the MSN CNL program. A GAP analysis of the applicant's transcript will be completed to determine if additional courses are required to meet the certificate program guidelines. These additional courses include but are not limited to N6103: Health Promotion and Advanced Health Assessment: N6107: Pathophysiology and Pharmacology I and N6 I 08 Pathophysiology and Phamacology II.
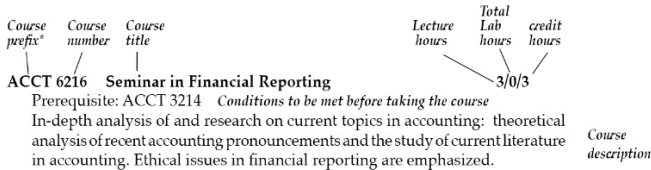
Semester 1 - (Fall - 5 semester hrs)
- NURS 6122 - Health Systems Leadership Clinical Nurse Leader Practicum I 2
- NURS 6124 - Health Systems Leadership Role of the Clinical Nurse Leader 3

Semester 2 - (Spring - 5 semester hrs)
- NURS 6123 - Health Systems Leadership Clinical Nurse Leader Practicum II 4
- NURS 6125 - Health Systems Leadership Clinical Nurse Leader Seminar 1

Health Systems Leadership Post-Master's Certificate, Leader/Manager
The purpose of the Tanner Health System School of Nursing post-master's certificate programs in Nursing Education and Health Systems Leadership is to prepare advanced practice registered nurses for careers in nursing education and health systems leadership. Admission is limited to registered nurses licensed in Georgia with an earned master's degree in nursing from CCNE accredited program.

Courses (13 credit hours)

The Post-Master's Certificate for Health Systems Leadership is designed for a registered nurse who has earned a master's degree in another nursing specialization. To be granted the post-master's certificate, students must complete a minimum of I3 credit hours at University of West Georgia Tanner Health System School of Nursing including 240 practicum hours.

Post-Master's Certificate for Health Systems Leadership students must successfully complete graduate didactic and clinical requirements of the Master's Educators program. A GAP analysis of the applicant's transcript will be completed to determine if additional courses are required to meet the certificate program guidelines.

Semester 1 - (Fall - 5 semester hrs)
- NURS 6117 - Health Systems Leadership: Role of the Leader/Manager I 3
- NURS 6119 - Health Systems Leadership Leader/Manager Practicum I 2

Semester 2 - (Spring - 8 semester hrs)
- NURS 6115 - The Business of Healthcare: Financial and Economic Evidence 3
- NURS 6118 - Health Systems Leadership: Role of the Leader/Manager II 3
- NURS 6120 - Health Systems Leadership Leader/Manager Practicum II 2

Nurse Educator Post-Master's Certificate

The purpose of the Tanner Health System School of Nursing post-master's certificate programs in Nursing Education and Health Systems Leadership is to prepare advanced practice registered nurses for careers in nursing education and health systems leadership.

Courses (10 credit hours)
The Post-Master's Certificate for Nursing Education is designed for a registered nurse who has earned a master's degree in another nursing specialization. To be granted the post-master's certificate, students must complete a minimum of I0 credit hours at University of West Georgia Tanner Health System School of Nursing including 240 practicum hours.
Post-Master's Certificate for Nursing Education students must successfully complete graduate didactic and clinical requirements of the Master's Educators program. A GAP analysis of the applicant's transcript will be completed to determine if additional courses are required to meet the certificate program guidelines. These additional courses include but are not limited to N6103: Health Promotion and Advanced Health Assessment: N6107: Pathophysiology and Pharmacology I and N6 I 08 Pathophysiology and Phamacology II.

Semester 1 - (Fall - 5 semester hrs)
- NURS 6110 - Curriculum Development in Nursing Education 3
- NURS 6111 - Nurse Educator Role Practicum I 2

Semester 2 - (Spring - 5 semester hrs)

- NURS 6113 - Evaluation and Testing in Nursing Education 3
- NURS 6112 - Nurse Educator Role Practicum II 2

Course Descriptions

Though all the course descriptions in the catalog follow the same basic pattern, a number of variables determine the specific information contained in each. The following examples contain labels to illustrate how to read a course description:

```
                                              Total
                              Lecture   Lab    credit
Course   Course   Course       hours   hours   hours
prefix*  number   title

ACCT 6216   Seminar in Financial Reporting          3/0/3
      Prerequisite: ACCT 3214   Conditions to be met before taking the course
      In-depth analysis of and research on current topics in accounting:  theoretical
      analysis of recent accounting pronouncements and the study of current literature     Course
      in accounting. Ethical issues in financial reporting are emphasized.                 description
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*A complete list of course prefixes and descriptions can be found below.

Accounting

ACCT 5233 - Strategic Cost Management
(3 /0/ 3) Prerequisite: ACCT 2102.
The study of contemporary management control tools and business strategy.

ACCT 5265 - Sustainability Accounting and Reporting
 (3 /0/ 3)   Prerequisite: ACCT 2101 and ACCT 2102.
An examination of the tripartite or triple bottom line reporting framework that highlights the economic, environmental, and social performance of an organization. Emphasis is placed on how sustainability creates shareholder value and on how sustainable performance helps investors, creditors, and other users distinguish between companies operating efficiently and those which are not.

ACCT 6216 - Seminar in Financial Reporting
 (3 /0/ 3)   In-depth analysis of and research on current topics in accounting; theoretical analysis of recent accounting pronouncements and the study of current literature in accounting. Ethical issues in financial reporting are emphasized.

ACCT 6232 - Managerial Accounting
 (3 /0/ 3)   An analysis of accounting information and other data as aids to management in choosing among possible courses of action. Not open to MPAcc students or students with an undergraduate degree in Accounting.

ACCT 6233 - Seminar in Cost Accounting
 (3 /0/ 3)   Prerequisite: ACCT 6232 with a minimum grade of C or ACCT 3232 with a minimum grade of C
Designed for the student with past exposure to cost accounting concepts/applications. The course emphasizes research of the current topics affecting the information providing function of the managerial accounting process. Ethical issues are emphasized.

ACCT 6242 - Strategic Information Systems
 (3 /0/ 3)   A study of the identification and modeling of business processes and analysis and design of accounting information systems for business processes.

ACCT 6253 - Seminar in Tax Accounting
 (3 /0/ 3)   An examination of the federal tax treatment of fiduciaries, gifts, estates, corporations and partnerships. Emphasis is placed upon the formation of the entity, elements of gross income, treatment of property dispositions, allowable deductions and credits, determination of entity and investor basis, and liquidation of the entity. Tax research is emphasized.

ACCT 6263 - Seminar in Auditing
 (3 /0/ 3)   Advanced problems and research in the application of auditing standards; internal control evaluations; applications of statistics; audits of EDP systems; auditors' ethical, legal and reporting obligations.

ACCT 6264 - Nonprofit Accounting and Auditing
  (3 /0/ 3)   Principles and practices of fund accounting are examined with emphasis upon their adaptation to nonprofit institutions. The course includes measuring efficiency and economic use of resources to satisfy legal reporting as well as societal requirements. Auditing the reports and operations of nonprofit organizations is emphasized.

ACCT 6285 - Special Problems in Accounting
  (0 /1.0 - 3.0/ 1.0 - 3.0)   In-depth supervised individual study of one or more current problems of the accounting profession.

ACCT 6286 - Internship
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Practical accounting internship experience with a commercial firm or organization for selected students.

Anthropology

ANTH 5102 - Archaeological Field Research
  (0 /0/ 3)   Direct participation in all aspects of an archaeological excavation project. Instruction in research design, excavation techniques, recording procedures, data analyses, and field interpretation.

ANTH 5115 - North American Archaeology
  (3 /0/ 3)   A graduate level survey of the pre-Columbian cultural development of North America north of Mexico.

ANTH 5130 - Medical Anthropology
  (3 /0/ 3)   This course provides a general introduction to concepts in medical anthropology, considering health, illness and healing from a biocultural standpoint. Topics covered include cross-cultural understandings of mental and physical health issues, global perspectives on health, and careers in medical anthropology.

ANTH 5132 - Human Life Cycle in Cross-Cultural Perspective
  (3 /0/ 3)   A cross-cultural study of the social and cultural meanings of human experience through such phases as birth and death; adolescence; adulthood; and old age.

ANTH 5144 - Peoples and Cultures of Latin America
  (3 /0/ 3)   An ethnohistorical and ethnographic perspective of indigenous peoples of Latin America (including Central America, South America, and the Caribbean), with an emphasis on the Inca State and contemporary Andean people.

ANTH 5155 - Peoples and Cultures of Sub-Saharan Africa
  (3 /0/ 3)   Study of selected African cultures with emphasis on social organization, belief systems, history, and politics.

ANTH 5170 - Myth, Magic and Religion
  (3 /0/ 3)   A comparative and cross-cultural approach to religious systems and theories on the anthropology of religion.

ANTH 5175 - Ethnohistory
  (3 /0/ 3)   An examination of the works of native writers and narrators from a non-western perspective. The approach will be cross- cultural and comparative.

ANTH 5177 - Social Organization
  (3 /0/ 3)   Prerequisite: ANTH 1102 or ANT 101
This course offers a broad introduction to issues of social organization and social differentiation. It will examine various theories in assessing the nature of social order and disorder. Kinship, marriage, ethnicity and class will be among the topics studied as factors of organization. Consideration of age and aging will be given special emphasis in the latter portion of the course.

ANTH 5181 - Cultural Resources Management
  (3 /0/ 3)   Prerequisite: ANTH 1102

An examination of the history of the field of cultural resource management including major federal and state laws that govern the preservation of cultural resources. Attention will be given to archaeological, historical, and architectural applications.

ANTH 5885 - Special Topics in Anthropology
 (1.0 - 3.0 /0/ 1.0 - 3.0)   Special topics in ethnology, linguistics physical anthropology or archeology at the graduate level.

ANTH 5900 - Directed Readings
 (0 /0/ 1.0 - 3.0)   Directed examination of a topic not normally offered by the program. Students must propose a detailed plan of reading stating precise learning objectives and secure the written consent of a supervising instructor before registration.

ANTH 5950 - Directed Research
 (0 /0/ 3)   Directed field or laboratory research. Students must propose a detailed plan of research stating problem and methods and secure the written permission of a supervising instructor before registration.

ANTH 7885 - Special Topics
 (3 /0/ 3)   Individual topics in anthropology.

Art

ART 5000 - Graduate Drawing
 (0 /2.0 - 6.0/ 1.0 - 3.0)   Personal expression through drawing with an emphasis on uniqueness or a personal vision.

ART 5005 - Graduate Life Drawing
 (0 /2.0 - 6.0/ 1.0 - 3.0)   Advanced, expressive drawing problems at the graduate level, dealing with the proportion and anatomy of the human figure. Nude models will be used.

ART 5200 - The Art of Greece and Rome
 (3 /0/ 3)   The study of Greek, Etruscan, and Roman sculpture, architecture, and painting in their historical context.

ART 5201 - History of Non-Western Art (3 /0/ 3)   An introduction to the art and architecture of Asia, Africa, Oceania and pre-Columbian America. These will be explored as evidence of various cultures as they evolve in specific times and places with reference to use in relationship to ritual and beliefs of those who create these expressions.

ART 5202 - Early Christian, Byzantine and Medieval Art
 (3 /0/ 3)   An in-depth study of the artistic expression of Christian Europe during the period c. 100-1400 CE, including selected secular works from this region.

ART 5204 - Art of the Renaissance
 (3 /0/ 3)   A study of Northern and Italian Renaissance painting, sculpture, and architecture in their historical context.

ART 5206 - Art of the 17th and 18th Centuries in Europe and America
 (3 /0/ 3)   Art and Architecture of Europe and America from 1600-1800, covering the Baroque, Rococo, Early neoclassical, Romantic and Colonial American periods.

ART 5207 - Art of the 19th Century
 (3 /0/ 3)   This course focuses on the painting, sculpture, photography, and graphic arts of the nineteenth century.

ART 5208 - Art of the 20th and 21st Centuries
 (3 /0/ 3)   An exploration of the concepts and formal characteristics of 'modernism' in Western Art, as well as the various '-isms' that are frequently associated with the modern and post-modern movements. Production, reception, marketing, interpretation and criticism of painting, sculpture, drawing, photography, installations, performance, video and other mixed media modes of presentation. International in scope.

ART 5210 - American Art

(3 /0/ 3)   The study of American paintings, sculpture, architecture, and emerging art forms in their historical context.

ART 5220 - Museum Seminar
  (3.0 - 4.0 /0/ 3.0 - 4.0)   This course involves classroom study of the art and architecture of a city or country followed by a trip to visit what has been studied. The subject varies: New York City, Chicago, Washington/Philadelphia, Italy, France, Greece, Vienna/Paris.

ART 5285 - Special Topics in Art History
  (3 /0/ 3)   Survey and investigation of a particular topic, problem, or issue in art history with emphasis on those covered in other art history courses.

ART 5305 - Graduate Ceramics
  (0 /2.0 - 6.0/ 1.0 - 3.0)   Advanced visual expressive problems in ceramics at the graduate level, including writing about ceramics.

ART 5405 - Graduate Graphic Design
  (0 /2.0 - 6.0/ 1.0 - 3.0)   Graduate-level studies in Graphic Design with an emphasis upon the concepts and appropriate production methodologies. Studio work will be computer based and relative to professional growth.

ART 5605 - Graduate Painting (0 /2.0 - 6.0/ 1.0 - 3.0)   Advanced visual expression at the graduate level in painting using transparent, opaque or mixed media.

ART 5705 - Graduate Photography
  (0 /2.0 - 6.0/ 1.0 - 3.0)   Advanced visual interpretative problems in photography at the graduate level.

ART 5805 - Graduate Printmaking
  (0 /2.0 - 6.0/ 1.0 - 3.0)   Advanced expressive problems at the graduate level, in one or more of the following methods: relief, intaglio or lithography.
ART 5825 - Graduate Papermaking and Book Arts
  (0 /2.0 - 6.0/ 1.0 - 3.0)   Traditional and contemporary methods of papermaking and book arts as an art form.

ART 5905 - Graduate Sculpture
  (0 /2.0 - 6.0/ 1.0 - 3.0)   Advanced sculptural investigations in at least two of the sculpture processes: carving, modeling, casting, or assembling. Emphasis on experimentations with innovative techniques, materials and personal themes.
ART 5985 - Special Topics
  (0 /2.0 - 6.0/ 1.0 - 3.0)   Individual studio problems at the graduate level in various topics or media relevant to the student's special interest and competence.

ART 6086 - Graduate Internship
  (0 /3.0 - 9.0/ 1.0 - 3.0)   Students will secure a position with a company for field experience. Academic component includes written reports and/or visual presentations. Permission of the department is required.

ART 6110 - Art Education Curriculum
  (3 /0/ 3)   This course is designed to review and extend the art educator's foundation of curricular theory, investigation of current educational research in instruction and assessment with applicability to the field art education will be a primary focus. Innovative teaching strategies, including cross-discipline approaches or the use of technology, may be explored.

ART 6111 - Art Criticism, Aesthetics, and Contemporary Issues
  (3 /0/ 3)   This course will focus on art criticism and aesthetics as disciplines within the field of art education. Students will develop strategies for utilizing art criticism in a DBAE curriculum. Students will also develop an understanding of aesthetics as philosophy and develop approaches to philosophical inquire in art education.

ART 6150 - Art Education Prospectus
  (1 /0/ 1)   A preliminary review of literature in art education in an area of interest will be conducted in order for the student to identify a topic and methodology for continued research. A research proposal will be written and a committee established to guide the research project or thesis.

ART 6184 - Art Education Research Seminar

(1 /0/ 1)   With the guidance of the art advisor and a faculty committee, the student will research an area of art education. The student has the option to present their research in a thesis or project format. Both options require a written component as specified by the Graduate School and Department of Art to document the investigation conducted and the relevance of the findings to the field of art education.

ART 6199 - Art Education Thesis/Research Project
(1 /0/ 1)   The course will be the cumulating experience for the Masters Degree in Art Education. The thesis or research project will be completed to the satisfaction of the student's committee. Both options require a written component as specified by the Graduate School and Department of Art to document the research conducted and the implications of the findings to the field of art education.

Astronomy

ASTR 5555 - Teaching the Solar System
(3 /0/ 3)   Course offered in partnership with Columbus State University as part of the GOML/MATC program.

Biology

BIOL 5241 - Entomology
(3 /0/ 3)   The study of insects. This course is designed to provide students with a basic understanding of insect taxonomy, morphology, physiology, behavior, and evolution. The relationships between insects and humans, other animals, and plants will be examined. The influences of insects on culture, religion, art, history, and colonization will be discussed. The laboratory will be devoted primarily to developing an understanding of insect identification.

BIOL 5242 - Invertebrate Zoology
(3 /1/ 3)   This course is designed to provide students with a basic understanding of taxonomy, morphology, physiology, and evolution of the more common invertebrate phyla. The distribution and interspecific relationships among invertebrates and other forms of life will be presented and discussed. The laboratory will be devoted primarily to developing an understanding of insect identification.
BIOL 5245 - Ichthyology

(3 /0/ 3)   The biology, systematics and taxonomy of fishes with an emphasis on the biodiversity/biogeography of fishes in the state of Georgia.

BIOL 5266 - Molecular Ecology
(3 /0/ 3)   Prerequisite: BIOL 2108
 This course examines the use of molecular genetic data to the understanding of ecological and evolutionary processes in natural populations such as genetic diversity, dispersal, gene flow and phylogeography. This course will also examine how molecular genetic data is utilized to study behavioral mechanism such as mate selection and foraging. Application of molecular ecology principles to conservation will also be explored.

BIOL 5315 - Bacterial Genetics
(3 /3/ 3)   Bacterial Genetics is an advanced microbiology course which focuses on the molecular genetics of the bacterium Escherichia coli. Topics addressed include the nature of the bacterial chromosome, the multi-step process of DNA replication, DNA damaging agents and mutations, DNA repair systems, mechanisms of gene transfer and antibiotic resistance, and the regulation of gene expression. The laboratory component reinforces concepts learned in lecture and familiarizes students with modern techniques used in genetic engineering and biotechnology.

BIOL 5321 - Applied and Environmental Microbiology
(3 /0/ 3)   The applied and environmental microbiology course is designed to expose students to the importance of microorganisms in industry and in the environment.

BIOL 5325 - Advanced Medical Microbiology
(3 /0/ 3)   Advanced medical microbiology is designed to inform students of current developments in the areas of clinical and medical microbiology. The course will focus on mechanisms of pathogenesis and host defense. Discussion of new and emerging infectious agents will be addressed.

BIOL 5424 - Wildlife Habitat Ecology
(3 /3/ 3)   Prerequisite: BIOL 2108 and BIOL 2108L

This course is designed to familiarize biology graduate students with the ecology and management of terrestrial wildlife habitats. Ecological concepts and principles relevant to wildlife habitat structure and function will be evaluated from the individual, population, community, ecosystem, and landscape levels of organization. Management practices that affect the structure and function of wildlife habitats will be evaluated for agriculture and forest ecosystems. Concepts will be synthesized and reinforced by investigating the habitat requirements for a variety of wildlife species in the southwestern United States.

BIOL 5440 - Aquatic Ecology
  (3 /0/ 3)   A study of biological, chemical, and physical components and interactions in freshwater systems. Field labs include a study of reservoirs and streams in west Georgia. A three-day field trip to the Georgia coast or the Okefenokee Swamp is required.

BIOL 5441 - Animal Behavior
  (3 /3/ 3)   A study of the mechanisms and adaptive functions of behaviors. The genetics, development, physiology, and ecology of behaviors are investigated with an evolutionary approach.

BIOL 5445 - Marine Biology
  (3 /0/ 3)   The biology, systematics and taxonomy of marine organisms with an emphasis on the ecological principles that influence their biogeography and distribution.

BIOL 5450 - Terrestrial Ecology
  (3 /0/ 3)   Terrestrial ecology is designed to give the student an overview of the structures and functions of populations, communities, and ecosystems in the major terrestrial biomes on Earth. Emphasis will be placed on ecological analyses and disturbance impact assessments in the dominant terrestrial ecosystems of the southeastern United States.

BIOL 5520 - Developmental Biology and Embryology
  (3 /3/ 4)   A course combining the fundamentals of embryology with the genetic and molecular analysis of embryonic development.

BIOL 5539 - Comparative Physiology
  (3 /0/ 3)   This course is designed to study the similarities and differences in how various animals have solved a wide variety of physiological problems imposed by the natural world in which they exist. The student will investigate the functions of the different organ systems in invertebrates and vertebrates. The main goal of this class is to focus on the observation of how problems in nature are solved by various organisms. A complete understanding of the physiology of the human is an absolute prerequisite for this course as this will be the point of reference for most discussions.

BIOL 5541 - Plant Physiology
  (3 /0/ 3)   Plant Physiology is intended to give students an overview of the processes which allow plants to function as living organisms. Emphasis will be placed on how plants interact with their environments.

BIOL 5631 - Eukaryotic Molecular Genetics
  (3 /3/ 3)   This course thoroughly examines the molecular aspects of nuclear structure and function. A special emphasis will be placed on understanding the experimental methods and interpretation of data on which current understanding is based.

BIOL 5666 - Evolutionary Genomics
  (3 /0/ 3)   Prerequisite: BIOL 3621
This course covers the techniques by which genome sequences and genome functions are analyzed. This course also examines topics in evolutionary genomics such as comparative genomics, evolution or duplicate genes, evolution of genome structure and organization, evolution of protein function, and evolution of gene expression.

BIOL 5727 - Essentials of Immunology
  (3 /0/ 3)   Essentials of immunology is designed as an introduction to the immune response. The student will obtain a broad, comprehensive understanding of the principles of immunology. The course will focus on a detailed study of antigen-antibody interactions, humoral immunity, and cell-mediated immunity. Medically important syndromes, including AIDS, will be discussed to reinforce the principles of immunology.

BIOL 5728 - Bacterial Pathogenesis
  (3 /0/ 3)   Bacterial Pathogenesis is intended to familiarize graduate students with advanced topics in medical microbiology and the study of infectious disease. The course includes detailed discussions of factors involved in

the infectious disease process, epidemiology, host defenses, and bacterial virulence factors. In addition, graduate students will be required to analyze and critique articles from the scientific literature, to compose a synopsis of their literature research, and orally present their work to the class. An online, virtual laboratory component will focus on methods routinely used to isolate, culture, and identify bacterial pathogens.

BIOL 5729 - Medical Virology
 (3 /0/ 3)   Medical virology is designed as an introduction to viruses that are involved in human disease. The student will obtain a broad, comprehensive understanding of the principles of virology using specific medical examples. The course will focus on a detailed study of the viral structure, replication, gene expression, pathogenesis, and host defense.

BIOL 5730 - Emerging Pathogens
 (3 /0/ 3)   The emerging pathogen course is designed to inform students of the dramatic changes and current developments in the area of infectious disease. The course will focus on the evolving microorganisms and the reasons that the pathogens emerged. Also the course will include discussions on the mechanisms of pathogenesis and the host defense.

BIOL 5731 - Introduction to Toxicology(3 /0/ 3)   The primary objective of the course is to present students with the concepts and practical applications of the science of toxicology. This course is designed to provide students with a basic understanding of the principles of toxicology, focusing on the biochemical, physiological, and ecological effects of various toxicants. The use of toxicology in biomedical, pharmaceutical, agrochemical, and environmental research will be examined and discussed.

BIOL 5732 - Biology of Aging
 (3 /0/ 3)   Course will focus on some of the ideas about aging put forward by early alchemists to modern molecular biologists. Will discuss the biological principles behind anti-aging and aging intervention agents, as well as life-style options.

BIOL 5735 - Parasitology
 (3 /3/ 3)   BIOL 1107 or BIOL 2107 (Principles of Biology I) with a minimum grade of C; BIOL 1108 or BIOL 2108 (Principles of Biology II with a minimum grade of C; and either BIOL 3310 (Microbiology) or BIOL 3526 (Histology)
This course introduces students to the field of parasitology. Topics covered include parasite diversity, life cycles, host defense mechanisms, parasite evasion, host pathology, ecology, evolution, and control. The laboratory component of the course will examine parasites of medical and veterinary importance.

BIOL 5985 - Special Topics In Biology
 (1.0 - 4.0 /0.0 - 4.0/ 1.0 - 4.0)   Specific titles will be announced for each term in class schedules and will be entered on transcripts.

BIOL 6150 - Scientific Integrity and Propriety
 (3 /0/ 3)   A course designed to inform students of the ethical and professional obligations of scientific investigation and communication. Students will be instructed in proper methods for record keeping and for reporting scientific discoveries. Topics such as scientific integrity, authorship, peer review, ethical use of animals in research, conflict of interest, ownership of data, and intellectual property will also be addressed. Case studies will be used heavily as teaching tools. This course is recommended for all graduate students conducting research in the department, and is required for all students who are supported from federal funds for their research or degree program.

BIOL 6325 - Procaryotic Biology
 (3 /0/ 3)   This course is intended to introduce graduate students to the complexity and diversity of procaryotic organisms, including the eubacteria and archaea. The course will involve both lecture and laboratory learning, will engage problem solving skills, and will require extensive written and oral communication components.

BIOL 6503 - Biological Perspectives: Biochemistry
 (3 /0/ 3)   This course is designed to study the interactions of biochemical pathways and the control systems that function to regulate cell and whole body metabolism. This course emphasizes the regulation of biochemical pathways as opposed to the mechanisms involved in each enzymatic step within a given pathway.

BIOL 6513 - Human Physiology
 (3 /0/ 3)   A survey of the mechanisms involved in the function of the human body. Study is approached from the organ system level to address muscular, neural, hormonal, cardiovascular, respiratory, digestive, renal, and

reproductive functions. Correlation will be made to the similarity between the demands placed on living systems regardless of whether the organism is multicellular or a single cell.

BIOL 6526 - Histology
(3 /0/ 3)   A microanatomical study of cell and tissue structure. Emphasis is on the complex nature of tissues and how the cellular associations within the tissue contribute to the overall functions of the tissues. Laboratory is devoted to preparation and interpretation of tissue samples.

BIOL 6981 - Graduate Independent Study
(0 /1.0 - 4.0/ 1.0 - 4.0)   Independent study of topics not offered in the current term. Independent study is only available for topics addressed by current courses if the topical course will not be offered during the academic year, or if the scheduling of the topical course is such that it will require a delay in timely completion of the degree for the student.

BIOL 6982 - Directed Readings
(0 /1.0 - 4.0/ 1.0 - 4.0)   Directed readings are available for graduate students who need to conduct an independent review of the literature in a topic not addressed by the curriculum of the department. Students must complete a statement of understanding and expectation and must have the topic approved by their major professor and either the graduate coordinator or the department chair. Selected readings are appropriate for topics related to thesis research or for topics that provide a foundation for comprehensive examinations for non-thesis track students.

BIOL 6983 - Graduate Research
(0 /1.0 - 12.0/ 1.0 - 12.0)   The research course is designed to teach students methods for biological research. Student will conduct research under the supervision of a faculty mentor and will learn proper methods for record keeping and report writing. Each student will work on a unique research project to be selected by the faculty mentor and the student. The research conducted is expected to provide the basis for the thesis for students in a thesis track degree program.

BIOL 6984 - Graduate Biology Seminar
(1 /0/ 1)   Graduate seminar will meet each term. Each offering will have a different topical focus, to be determined by the faculty discussion leader. All students will select an area to present that is consistent with the topic for the term. Students are also expected to fully participate in the discussions generated by student presentations. Graduate students should enroll in graduate seminar each term.

BIOL 6985 - Graduate Special Topics in Biology
(1.0 - 4.0 /0.0 - 4.0/ 1.0 - 4.0)   Specific titles will be announced for each term in class schedules and will be entered on transcripts.

BIOL 6995 - Comprehensive Exam
(0 /0/ 2)   Comprehensive examination should be taken by all students in a non-thesis track program during the last term in their graduate degree program. The student will complete an examination of a body of biological work as determined by the graduate committee. The student must submit to an examination to be coordinated by the student's major professor and composed by the graduate committee. The examination will generally be an oral format, however, the graduate committee and student may elect an alternative format with sufficient justification.

BIOL 6999 - Thesis
(0 /1.0 - 3.0/ 1.0 - 3.0)

Business Education

ABED 6100 - Strategic Business Communication
(3 /0/ 3)   This course is an integrative approach to the study of strategic business communication found in corporations, organizations, and small businesses today. There is a strong focus on developing credibility and the art of persuasion which allows students to approach the development of effective business messages from a strategic and reflective standpoint. Students analyze case studies that allow for critical thinking and problem solving in business communication including team building, conflict resolution, public relations, marketing, management, and leadership. The development of business plans through team building and exhibiting leadership skills frame the content of this course providing an active and enriched learning experience.

ABED 6106 - Evaluation and Testing in Business Education

(3 /0/ 3)   The purpose of this course is to acquaint students with methods of evaluation and testing in business education. Students will be exposed to essential concepts and skills of measurement topics. Students will also complete a Position Paper of a current Business Education topic in order to complete graduation requirements. Students must receive a grade of no lower than 'B' on the research paper in order to satisfy graduation requirements.

ABED 6107 - Instructional Strategies for Technology
  (3 /0/ 3)   A study of issues, methodologies, applications, and current research in teaching business technology courses using the Read/Write Web and Web 2.0 applications.

ABED 6118 - Instructional Strategies for Web Page Design
  (3 /0/ 3)   In this course, students will learn the basics of designing and creating web pages and publish them on the Internet. Activities will include layout and design techniques to include graphics animation, URL links, graphic images, e-mail links, backgrounds and textures, font manipulation, and other formatting techniques for web page creation. Students will discuss techniques for evaluating web page design in a classroom environment.

ABED 6128 - Instructional Strategies for Basic Business
  (3 /0/ 3)   A study of learning theories, models, methodologies and current research; used in teaching basic business subjects.

ABED 6146 - Supervision and Leadership
  (3 /0/ 3)   A study of: functions of administration, supervision and leadership in business and education. This course will provide students with an opportunity to gain an understanding of administrative processes and leadership roles/responsibilities. Federal, state and local program requirements and initiatives related to technology/career education will be examined.

ABED 6160 - Current Practices in Workforce Learning and Performance
  (3 /0/ 3)   Emphasis is on developing workplace learning programs to meet business challenges in organizational settings. Adult learning theories and strategic workforce learning practices are the main focus of this course. Additionally, methods of enhancing employee competencies and performance in the workplace will be addressed through a comprehensive term project.

ABED 6181 - Independent Project
  (3 /0/ 3)   Preparation of an independent project under the direction of the major professor.

ABED 6183 - Introduction to Research in Business Education
  (3 /0/ 3)   Overview of quantitative and qualitative research process; includes concepts and methods for conducting and evaluating research in the field of business education.

ABED 6507 - Curriculum in Teaching Business Subjects
  (2 /2/ 3)   Prerequisite: Admission to Teacher Education program and College of Education Field Experience documentation required. Students examine planned educational experiences which can take place in the multiple context of the school. The following types of questions serve as parameters for study of the business curriculum: What educational purposes should be accomplished? How can learning attain these objectives? How to organize learning experiences for effective instruction? How to effectively evaluate learning experiences? Field experience and professional activities are required.

ABED 6537 - Methods in Teaching Business Subjects
  (2 /4/ 4)   Prerequisite: Admission to Teacher Education program and College of Education Field Experience documentation required. A study of learning principles, methods, strategies and knowledge related to teaching business subjects. Students create and demonstrate well-planned content-based lessons and educational experiences demonstrating planned patterned behaviors as definite steps by which the teacher influences learning. A meta-analysis of research-based instruction is examined. As an integral part of the course, field experience, professional activities, and seminars are required.

Chemistry

CHEM 5003 - History and Philosophy of Science
  (3 /0/ 3)   A study of the historical development of major areas of science and the philosophical examinations of scientific methods and results.

CHEM 5081 - Independent Study
  (0 /1.0 - 3.0/ 1.0 - 3.0)   A topic is chosen in consultation with a faculty member.

CHEM 5083 - Faculty Directed Research
  (0 /1.0 - 3.0/ 1.0 - 3.0)   A research project carried out under the guidance of a faculty member. Discussion of research areas with the faculty and preliminary work involving literature searching and planning should be completed before the senior year. Both a formal oral and written report of the results of the research must be presented to the faculty of the Department of Chemistry.

CHEM 5330 - Instrumental Analysis
  (3 /0/ 3)   This course will familiarize the student to considerations of modern instrument design and applications. The physical basis of such techniques as optical spectroscopy, mass spectrometry, NMR, laser spectroscopes, and electron spectroscopes. Analog and digital electronics will be introduced.

CHEM 5340 - Surface Chemistry
  (3 /0/ 3)   This course introduces elementary concepts of modern surface chemistry. Considerations of thermodynamics, kinetics, surface structure, electronic structure, and catalysis and reactivity will be explored using examples from the current literature. Surface chemistry draws upon all areas of chemistry; therefore, a solid background in calculus, physics, and chemistry is assumed.

CHEM 5350L - Techniques of Surface Chemistry Laboratory
  (0 /3/ 1)   This laboratory course is designed to familiarize a student to modern techniques of surface science. The technique includes scanning tunneling microscopy, atomic force microscopy, low energy electron diffraction, auger electron spectroscopy, thermal desorption spectroscopy, and ion sputtering. Design considerations of vacuum systems will be explored. Since all techniques are on-site, this will be an interactive hands-on experience.

CHEM 5385 - Advanced Topics in Analytical Chemistry
  (1.0 - 4.0 /0/ 1.0 - 4.0)   Advanced topics in analytical chemistry provides the student exposure to current topics and problems unique to the field of analytical chemistry. This course will be offered periodically with the topics announced by the faculty involved.

CHEM 5410 - Organic Medicinal Chemistry
  (3 /0/ 3)   Organic Medical Chemistry, prerequisite Organic II, is a course covering a wide variety of medicinal drugs, their actions in the body, and ultimately their metabolism and excretion.

CHEM 5422 - Organic Chemistry II
  (3 /0/ 3)   The second course will systematically explore reactions of carbon-containing compounds and the mechanistic pathways involved in these processes. Reactions that will be discussed include functional group transformations, oxidation, reductions, cycloadditions and carbon-carbon bond formation. The course begins to teach the student how to systematically design a multi-step syntheses of complex organic compounds.

CHEM 5422L - Organic Chemistry Laboratory II
  (0 /3/ 1)   Emphasis of this laboratory will be on synthesis. Characterization of organic substances will be included.

CHEM 5485 - Advanced Topics in Organic Chemistry
  (1.0 - 4.0 /0/ 1.0 - 4.0)   Building upon the students' background in organic chemistry, these courses will explore in greater depth selected advanced topics in organic chemistry. Selected topics such as advanced synthesis, reaction mechanism, molecular orbital theory, spectroscopy, stereochemistry and physical organic chemistry will be offered.

CHEM 5521 - Physical Chemistry I
  (3 /0/ 3)   This course is an introduction to elementary quantum mechanics and its applications to selected chemical systems. Topics include an introduction to operators, 'particle in a box', harmonic oscillator, atomic structure, chemical bonding, atomic spectroscopy, rotational, vibrational and electronic spectroscopy of small molecules, and elementary statistical mechanics.

CHEM 5522 - Physical Chemistry II
  (3 /0/ 3)   This course develops standard topics in classical physical chemistry, with primary emphasis on chemical thermodynamics. The course includes physical and chemical properties of real and ideal gases, the law of thermodynamics and their application to physical and chemical systems, chemical and phase equilibria,

kinetic theory of gases, chemical kinetics, transport properties, and the application of quantum mechanics to thermodynamics in statistical mechanics.

CHEM 5585 - Advanced Topics in Physical Chemistry
 (1.0 - 4.0 /0/ 1.0 - 4.0)   Building upon the students' background in required courses in physical chemistry, this course will explore in greater depth selected topics in physical chemistry. These will be chosen from atomic and molecular structure, spectroscopy, statistical mechanics, and dynamics of chemical reactions.

CHEM 5610 - Inorganic Chemistry
 (3 /0/ 3)   The wave nature of electrons is applied to atomic structure and periodic trends. Inter and intramolecular bonding models are used to interpret the chemical and physical properties of various materials, from simplistic diatomic molecules to structurally complex molecular and ionic systems. Thermodynamic principles are used to determine the relative stability of inorganic compounds.

CHEM 5611 - Structure and Bonding
 (3 /0/ 3)   Fundamental quantum mechanical principles are applied to atomic structure and the periodic properties of the elements. The structure and reactivity of ionic and molecular systems are qualitatively analyzed by using bonding models such as valence bond theory, group symmetry and molecular orbital theory. The Band Theory is used to investigate the insulating/conducting properties of solids.

CHEM 5612 - Advanced Inorganic Chemistry
 (3 /0/ 3)   The thermodynamic, kinetic, and quantum mechanical properties of inorganic compounds are investigated. Bonding models are used to explain the physical and chemical properties of organometallic, main group, and heavy metal systems. Nuclear properties of the element are explored and nuclear models are compared.

CHEM 5685 - Advanced Topics in Inorganic Chemistry
 (1.0 - 4.0 /0/ 1.0 - 4.0)   Advanced topics in inorganic chemistry exposes the students to current topics and problems in the field of inorganic chemistry.

CHEM 5711 - Biochemistry I
 (3 /0/ 3)   The first of two semester sequence in biochemistry covering the general physical and chemical properties of biomolecules, and the metabolism. Topics will include biomolecular structure and function, first-order enzyme kinetics, glycolysis and carbohydrate metabolism, Kreb's cycle, oxidative phosphorylation, fatty acid catabolism and biosynthesis, metabolism and utilization of amino acids, biologically important amines and regulation of metabolism.

CHEM 5712 - Biochemistry II
 (3 /0/ 3)   The second semester of a two semester sequence in biochemistry. Course will cover topics in physical biochemistry and spectroscopy of biomolecules. Specific topics will include protein folding, protein stability, protein-DNA interactions, physical chemistry of biomembranes, kinetics (beyond first order), molecular mechanics and dynamics, NMR spectroscopy, optical spectroscopy (florescence, circular dicroism, laser spectroscopy), mass spectrometry and xray crystallography.

CHEM 5720L - Biochemistry Laboratory
 (0 /6/ 2)   The laboratory course will emphasize the principles discussed in the lecture courses Biochemistry I and Biochemistry II. Half of the course will place emphases on experiments that introduce students to the practices of protein separation, purification, quantification, and assays. The other half of the course will emphasize principles from physical biochemistry and spectroscopy of biomolecules. Experiments will examine macromolecular structure and stability, protein folding, lipid bilayer structure, and dynamics and enzyme kinetics. This course will provide students with experience in instrumental techniques that are used in research and industrial facilities.

CHEM 5785 - Selected Topics for Teachers
 (1.0 - 4.0 /0/ 1.0 - 4.0)   Course is designed for pre- and in-service teachers. Title and description of course to be specified at time of offering. May be repeated for credit. May be used for major or minor credit in chemistry only with consent of department.

CHEM 5885 - Selected Topics in Chemical Engineering
 (3 /0/ 3)   Title and description of course to be specified at time of offering. May be repeated for credit.

CHEM 5920 - Environmental Chemistry

(2 /6/ 4)   This course is an introduction to the practice of modern environmental chemistry. Topics include pollutants in water, soil, and the atmosphere; equilibria in aqueous systems; experimental methods in environmental analyses; toxicological chemistry; current environmental problems. The laboratory will consist of EPA-approved methods of analyses.

CHEM 5930 - Chemical Kinetics
(3 /0/ 3)   This course focuses on macroscopic rates of chemical reactions as a tool to a molecular level understanding. The emphasis is on an integrated approach to view examples drawn from various subdisciplines within chemistry, namely organic, inorganic and biological. Topics include integrated rate laws, experimental techniques in chemical kinetics, steady state approximation, mechanisms of organic, inorganic and enzyme reactions, catalysis, collision theory, and elementary activated complex theory.

CHEM 5940 - Industrial Chemistry
(3 /0/ 3)   Commercial production of everyday and specialty chemicals will be discussed with emphasis on raw materials, chemistry, equipment, environmental impact. Typical industries: inorganic acids/bases, hydrocarbon derivatives, aromatics, petroleum refining, polymers, pesticides/fertilizers, paper/pulp, pharmaceuticals, soaps/detergents.

CHEM 5985 - Selected Topics in Chemistry: An Integrated Approach
(1.0 - 4.0 /0/ 1.0 - 4.0)   This course focuses on selected topics in chemistry which may consist of spectroscopy, magnetic resonance or stereo chemistry. The emphasis is on an integrated approach to view examples that transcend sub-disciplines within chemistry, namely inorganic, organic, physical, analytical, and biochemistry.

Computer Science

CS 6231 - Database Systems I
(2 /2/ 3)   Prerequisite: CS 6910
Fundamental concepts of database systems; hierarchical, network and relational database management systems; data definition and manipulation languages; security and integrity; and implementation considerations. Students are expected to complete a project in database administration and development.

CS 6232 - Database Systems II
(2 /2/ 3)   Prerequisite: CS 6231
Advanced concepts in database systems; object-oriented systems; distributed database systems; and concurrency control. Students will be introduced to current professional certification processes and standards.

CS 6241 - Software Development I
(2 /2/ 3)   Prerequisite: CS 6910
  This course introduces the software development process while improving programming skills. Topics include object-oriented programming, test-driven development, class design, GUI design and programming, and incremental, iterative development. The coursework assumes that the student has fundamental programming, debugging, and code-interpretation skills in an object-oriented programming language.

CS 6242 - Software Development II
(2 /2/ 3)   Prerequisite: CS 6241
  This course continues the introduction of the software development process begun in CS 6241. Topics include software development process models, process management, requirements specification, and software modeling.

CS 6251 - Web Technologies I
(2 /2/ 3)   An introduction to the design, development, and implementation of web sites using client-side technologies. Students are expected to develop a dynamic web site using current industry best practices for client-side development.

CS 6252 - Web Technologies II
(2 /2/ 3)   Prerequisite: CS 6251
  A continuation of CS 6251: design, development, and implementation of web sites using client- and server-side technologies. Students are expected to develop a dynamic web site using current industry best practices for client- and sever-side development.

CS 6261 - Advanced Tools and Techniques

(2 /2/ 3)   Prereqiosite: CS 6252 and CS 6312
This course covers software design, implementation, testing, and deployment using industry-standard tools, frameworks, and best practices.

CS 6311 - Program Construction I
  (2 /2/ 3)   An introduction to object-oriented design and programming using fundamental software engineering principles and concepts. Students are expected to develop an object-oriented application using current industry best practices for program development.

CS 6312 - Program Construction II
  (2 /2/ 3)   Prerequisite: CS 6311 A continuation of CS 6311.
Students are expected to develop a moderately complex object-oriented application using current industry best practices for program development.

CS 6910 - Project I
  (2 /2/ 3)   Prerequisite: CS 6252 and CS 6312
Integration of core knowledge and skills in program construction and web technologies with teamwork and professional practices through directed participation in the implementation of a significant software project.

CS 6920 - Project II
  (2 /8/ 6)   Prerequisite: CS 6232 and CS 6242 and CS 6910
Comprehensive integration of knowledge and skills attained in the program with teamwork and professional practices through the implementation of a significant software project.

Professional Counseling

CEPD 6101 - Psychology of Classroom Learning
  (3 /0/ 3)   This course provides an in-depth study of the major cognitive and behavioral theories of classroom learning. Emphasis will be placed on enabling teachers and counselors to better understand how students learn; on helping educators identify and remove barriers that impede student learning; and on helping educators develop, utilize and advocate teaching practices, programs, and curriculum that lead to academic success for all. Theories of motivation, classroom management practices, and belief systems that promote learning will also be addressed.

CEPD 6106 - Seminar in Residence Hall Staff Education
  (2 /0/ 2)   The purpose of the class is to provide the resident assistant with additional training that will assist in job performance and to provide supplemental learning activities that will allow individuals to explore new arenas of self-awareness.

CEPD 6131 - Counseling Theories
  (3 /0/ 3)   An introduction to selected, prominent counseling theories. Focus is on relating theory to practice and on comparing and contrasting the key concepts, techniques, counselor and client roles, counselor-client relationships, methods of assessment and the contributions and limitations of each theory.

CEPD 6135 - Applied Counseling Theories
  (3 /0/ 3)   An application of selected, prominent counseling theories with emphasis placed upon short-term therapies. Focus is on the practical application of foundational theories and skill building through practice and feedback to develop professional strengths in applying the counseling theories/techniques/skills to practical situations.

CEPD 6140 - Introduction to Counseling Practice
  (3 /0/ 3)   An overview of basic, therapeutic interviewing skill building through practice and feedback to develop personal strengths in counseling. This course also provides students with an orientation to professional counseling organizations, the developmental history of the counseling profession, as well as ethical, legal and professional issues.

CEPD 6141 - Principles of Clinical Mental Health Counseling
  (3 /0/ 3)   This foundational course provides an overview of clinical mental health counseling including theoretical and historical foundations of the profession; education, credentialing and practice issues; roles and functions of clinical mental health counselors in various practice settings; contemporary issues and trends; professional issues that affect clinical mental health counselors; and management of clinical mental health services.

CEPD 6143 - Professional Counseling Orientation
  (3 /0/ 3)   The design of this course is to provide an orientation to the roles and functions of professional counselors. The course emphasizes the legal and ethical issues that guide the activities of professional counselors. It introduces the consultative process utilized in conducting ethically appropriate interagency work.

CEPD 6151 - Assessment & Appraisal in Counseling
  (3 /0/ 3)   Methods for the assessment of individuals in counseling will be taught, including clinical interviewing techniques, mental status exam, use of the APA Diagnostic and Statistical Manual (DSM), test selection, administration, scoring, interpretation, and reporting of results. Selection and interpretation of assessment tools appropriate for community and school settings will be addressed.

CEPD 6160 - Group Counseling
  (3 /0/ 3)   Prerequisite: CEPD 6131 and CEPD 6140
Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. This course also includes 10 hours of experience as a group member.

CEPD 6170 - Foundations of College Student Affairs
  (3 /0/ 3)   This course provides a comprehensive introduction to the field of student affairs and its role within the context of American higher education. The course will examine the philosophical, historical, and theoretical foundations of the profession, and students will learn about the cultural and organizational contexts of student affairs work. It will introduce students to the various functional areas within student affairs, diversity of institutional types and student populations, and contemporary issues of the profession, and provide them with a broad foundation of knowledge to which subsequent study, practitioner skills, and research strategies may be added.

CEPD 6172 - Theories of College Student Development
  (3 /0/ 3)   This course will introduce students to human development theories that most affect college students. The course will examine psychosocial, cognitive, structural and typological theories, with a focus on learning to use theory to improve our work with students. It also examines how race, culture, ethnicity, gender, sexual orientation, disability, and religious beliefs can influence development.

CEPD 6174 - Higher Education Administration
  (3 /0/ 3)   This course provides a comprehensive introduction to higher education, with an emphasis on understanding the practical skills necessary to be a successful administrator.

CEPD 6175 - Student Affairs Practicum
  (3 /0/ 3)   Students will spend 150 hours in a supervised work experience in a higher education setting, designed for them to gain exposure to both the breadth and depth of student affairs work. The experience will include work with individual students and groups of students in: program planning, implementation, and evaluation; staff training, advising, or supervision; and administrative functions or processes. May be repeated for credit. May be repeated for credit.

CEPD 6176 - Legal Issues in Higher Education
  (3 /0/ 3)   This course will introduce students to legal and ethical issues confronting student affairs practitioners, including key concepts, federal law, and court cases.

CEPD 6177 - Theory and Assessment of Educational Environments
  (3 /0/ 3)   The purpose of this course is to focus on the dimensions of human environments as tools for understanding the effects of colleges and universities on students. Theories of human environments will be applied to an understanding of various educational settings, with consideration given to the policies that guide and applications that shape educational practice.

CEPD 6178 - The American College Student
  (3 /0/ 3)   This course will introduce students to the theoretical and research literature with respect to student characteristics and the effects of college on students.

CEPD 6179 - Capstone Seminar: Student Affairs
  (3 /0/ 3)   This seminar is designed to promote the integration of the core curriculum and practitioner experiences of the master's degree program in College Student Affairs and to prepare students for their

transition to professional positions within student affairs upon graduation. Students will develop and present a professional portfolio.

CEPD 6180 - Principles of Professional School Counseling
(3 /0/ 3)   This course is a foundational course to prepare school counselors as leaders who strengthen elementary, middle and secondary education and also serve as effective change agents in a multicultural environment. The content of the course includes an overview of the functional skills necessary for the delivery of a school counseling program and the principles underlying the work of the school counselor. Emphasis is placed upon the role of the counselor as an advocate for student success in school and life. Professional skills in six arenas - advocacy, brokering of services, collaboration, counseling, effective use of data, and leadership, are introduced. Technology will be integrated throughout the course.

CEPD 6182 - Internship: Professional Counseling
(1.0 - 6.0 /0/ 1.0 - 6.0)   Prerequisite: CEPD 6188 and Educ.Field Experience Appl FE
The counseling internship is designed to give candidates an opportunity to continue integrating and applying the awareness, knowledge, and skills learned throughout the counseling training program. Candidates will deliver counseling services in a field setting, and receive supervision of their work in biweekly group seminars for discussion of on-site issues, ethical issues, professional development, tape presentations, in-service training, and participation in peer supervision. A minimum of 600 on-site hours (240 direct service) for internship is required.

CEPD 6185 - Internship: Community Counseling
(0 /2.0 - 18.0/ 1.0 - 9.0)   Prerequisite: College of Education Field Experience documentation required
Advanced professional counseling experience for graduate students in community counseling program must be taken for a maximum of 6 hours credit as part of M.Ed. program. May be repeated for credit as part of Ed.S. program with prior approval of advisor.

CEPD 6186 - Internship: School Counseling
(1.0 - 9.0 /1.0 - 9.0/ 1.0 - 9.0)   Prerequisite: College of Education Field Experience documentation required
Advanced professional counseling experience for graduate students in school counseling.

CEPD 6187 - Practicum: School Counseling
(0 /3/ 3)   Prerequisite: College of Education Field Experience documentation required
This course emphasizes supervision of individual and group counseling and guidance conducted in field settings. Special attention is paid to the development of skills, interventions, and brokering of services. The foundation for the course is brief counseling approaches. A return to campus for individual supervision is a requirement of the course. A minimum of 100 hours is required.

CEPD 6188 - Practicum: Professional Counseling
(3 /0/ 3)   Prerequisite: CEPD 6131 and CEPD 6140 and CEPD 6160 and College of Education Field Experience documentation required. CEPD 6188 Prerequisites: CEPD 6131, CEPD 6140, CEPD 6160 and College of Education Field Experience Application approval is required. This course emphasizes supervision of individual and group counseling and guidance conducted in field settings. Special attention is paid to the development of skills, interventions, and brokering of services. The foundation for the course is brief counseling approaches. A return to campus for individual supervision is a requirement of the course. A minimum of 150 hours is required.

CEPD 6189 - Practicum: Community Counseling
(0 /3/ 3)   Prerequisite: College of Education Field Experience documentation required
This course emphasizes supervision of individual and group counseling conducted in both laboratory and community settings. Audio/videotaping of sessions is required. In addition to onsite supervision, individual and group faculty supervision is a requirement of the course. A minimum of 150 hours is required. The breakdown of these hours is specified in the Counseling and Educational Psychology Practicum and Internship Handbook.

CEPD 7105 - Counseling Across the Lifespan
(3 /0/ 3)   This graduate course is a study of human growth and development from birth through aging and death. The course focuses on areas of physical, cognitive, social, personality, and emotional development as a series of progressive changes resulting from the biological being's interactions with the environment. Special emphasis is placed on the development characteristics of school age youth within a multicultural and diverse society.

CEPD 7111 - Diagnosis and Treatment of Mental and Emotional Disorders
(3 /0/ 3)   This course is designed to give an overview and provide an understanding of abnormal behavior in the context of the diagnostic categories as described in the most recent edition of the Diagnostic and Statistical

Manual of Mental Disorder (5th Ed.) [DSM-5] and the diagnostic system. Particular emphasis will be placed on the processes of assessment, diagnosis, and treatment of mental and emotional disorders and factors influencing these.

CEPD 7112 - Career Theory and Intervention
  (3 /0/ 3)   This course is designed to help students in a master's level or higher curriculum become competent in the use of educational and occupational information in counseling-related activities. Particular emphasis will be placed on how information is processed in planning, establishing and managing careers from a lifespan perspective.

CEPD 7130 - Assessment and Effective Use of Data
  (3 /0/ 3)   The purpose of this course is to help educational leaders in training develop proficiency in the use of test scores as data to make decisions that relate to students' achievement, as well as to students' personal, social, and emotional well-being. Those enrolled will learn how to evaluate psychometric instruments and interpret various test scores. In addition, students will learn how to use test data to gain equal opportunities for all students, how to use test data to identify and target areas for support when needed, and how to use test data to advocate and effect change within the school, school system, and community.

CEPD 7134 - Family Therapy: Theory and Practice
  (3 /0/ 3)   This course provides an overview of the nature of family systems relationships and family development. Particular emphasis will be given to the theory and practice of marital and family therapy. Students will examine both theoretical and empirical elements of family counseling which can be applied to marriage and family systems.

CEPD 7135 - Cognitive-Behavior Therapy
  (3 /0/ 3)   Prerequisite: CEPD 6140 and CEPD 6131
An in-depth study of cognitive-behavioral therapy and its application to a wide range of clients, including use with emotional and behavioral disorders. Emphasis will be placed on the relationship between theory and practice, and on the development of cognitive-behavioral therapy skills.

CEPD 7136 - Counseling Children and Adolescents
  (3 /0/ 3)   Prerequisite: CEPD 6140   This course focuses on encouraging the unique development and emotional growth of children through the process of counseling. The content of the course introduces a distinct group of interventions including play and communication skills as integral components of the therapeutic process. A major focus of the course involves instructional and experiential opportunities for the student counselor to develop skills that provide children with appropriate developmental materials and facilitate a safe relationship for the child to express models that can be applied to elementary age children.

CEPD 7137 - Sexual Abuse Counseling
  (3 /0/ 3)   This course is designed to familiarize students with issues related to counseling sexually abused children, adult survivors, and their families as well as perpetrators of sexual abuse.

CEPD 7138 - Multicultural Counseling
  (3 /0/ 3)   An examination of selected issues relevant to understanding multicultural lifespan differences, counseling process and practice.

CEPD 7141 - Professional Orientation and Ethics in Counseling
  (3 /0/ 3)   Studies that provide an understanding of professional roles and functioning of counselors and the application of ethical and legal considerations in professional counseling.

CEPD 7145 - Advocacy and Leadership
  (3 /0/ 3)   This course emphasizes 'theory to practice' by providing experiences that allow students to assess and develop their personal leadership while emphasizing the values, knowledge and skills required for effective advocacy and brokering of services through consultation and collaboration Special emphasis is placed on the development of skills in planning, organizing, coordinating and delivering programs that generate systematic change. Use of data to identify needs, remove barriers and mobilize resources from schools and communities in order to increase options for students and clients are primary themes throughout the course.

CEPD 7152 - Research and Program Evaluation
  (3 /0/ 3)   This course is designed to provide counselors with the research knowledge and skills necessary to evaluate individual and group counseling interventions, as well as educational programs. An emphasis will be placed on the collection and use of quantitative and qualitative data to evaluate programs. Counselors in training

will also learn how to communicate data and findings to others to effect change and to act as advocates for students/clients.

CEPD 7153 - Crisis Intervention
 (3 /0/ 3)   This course provides an introduction to the theory and practice of crisis intervention and trauma counseling. Students will be prepared to recognize, understand, and respond to the needs of individuals who are experiencing or have experienced individual, family, or community level crises, disasters, or trauma.

CEPD 7155 - Substance Abuse Counseling
 (3 /0/ 3)   This course is designed for counselors and other human service providers working in a variety of settings, including schools, community agencies, private practices, and hospitals. Topics covered include the classification of drugs and their effects on users; various models of addiction; the use of assessment, diagnosis, and prevention strategies with individuals, families, and groups; relapse prevention; and legal, ethical and multicultural issues associated with addictions work.

CEPD 7158 - Counseling in the Military Community
 (3 /0/ 3)   Examines essential knowledge and current research on issues that impact military personnel and their families and how the helping professions can assist in addressing these issues. Analyzes the unique concerns that affect military families through pre-, during and post-deployment, as well as significant issues for children and adults in school and agency settings. Also addresses issues relating to student veterans pursuing post-secondary education.

CEPD 7181 - Independent Study
 (1.0 - 3.0 /0/ 1.0 - 3.0)   Preparation of an independent project under the direction of a faculty member. Advanced topics in theory, issues, trends, clients, and counseling techniques will be emphasized. Students will specialize in topics, studies, and projects in the area of specialty.

CEPD 7182 - Directed Readings
 (1.0 - 3.0 /0/ 1.0 - 3.0)   Consent of advisor and/or instructor required for registration. The aim of the course is to allow a student to investigate an area not covered in existing courses. Such independent study requires research skills and motivation to acquire an advanced level of knowledge and understanding in selected topics. An integrated research paper of the reading is required. .

CEPD 7185 - Special Topics in Counseling and Educational Psychology
0 (1.0 - 3.0 /0/ 1.0 - 3.0)   Title and description of specific courses to be inserted at time of offering. May be repeated for credit. May be repeated for credit.

CEPD 8102 - Lifespan Human Development
 (3 /0/ 3)   This graduate course is a study of human growth and development from birth through aging and death. The course focuses on areas of physical, cognitive, social, personality, and emotional development as a series of progressive changes resulting from the biological being's interactions with the environment. Special emphasis is placed on the development characteristics of school age youth within a multicultural and diverse society.

CEPD 8131 - Advanced Theories of Counseling
 (3 /0/ 3)   An in-depth study of the theories of counseling for advanced students in school or community counseling programs.

CEPD 8138 - Advanced Multicultural Counseling
 (3 /0/ 3)   This course is designed for students in the Ed.S. program to develop advanced competencies for counseling intervention with diverse populations. Students will learn specific theories and techniques for counseling multicultural populations. Special attention will be given to working with minority, non-dominant, and oppressed populations. Students will examine their own attitudes, behaviors, perceptions, and biases to developing culturally aware approaches to counseling and/or administration.

CEPD 8140 - Advanced Group Counseling
 (3 /0/ 3)   Prerequisite: CEPD 6160
This course is designed for students wishing to pursue advanced study in group theory, group leadership, group processes, and group supervision. The course may examine contemporary trends and developments in group counseling as well as ethical, legal, process, and professional issues affecting the practice of group counseling.

CEPD 8141 - Supervision in Counseling

(3 /0/ 3)   Prerequisite: Admission EdS program in Professional Counseling
This course will provide students with advanced knowledge, skills and awareness of supervision in professional counseling settings. The focus is on the development of effective clinical supervision style and skills, and integrates ethical, legal, multicultural and other professional issues related to professional counseling settings.

CEPD 8152 - Consultation, Collaboration and Program Development in Counseling
  (3 /0/ 3)   This course prepares students for competent professional practice as clinical mental health counselors and school counselors functioning in the role of consultant. Consultation theory and process will be discussed. Examples of consultation with families, schools, colleges and community agencies will be provided, as well as models for facilitating change in human systems.

CEPD 8156 - Designing Effective Programs
  (3 /0/ 3)   This course is designed for graduate students who have been admitted into the education specialist program in professional counseling. The course addresses steps involved in effectiveness-based program planning, including elements of a program that are critical for measuring effectiveness.

CEPD 8171 - Current Issues in Counseling and Supervision
  (3 /0/ 3)   Prerequisite: Admission EdS program in Professional Counseling
This seminar is designed for graduate students who have been admitted to the Ed.S. program in professional counseling and supervision. Special topics and current issues in counseling and supervision will be critically examined. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and assignments.

CEPD 8184 - Research: Quantitative Analysis
  (3 /0/ 3)   This course presents basic methods of empirical inquiry used in counseling-related settings. Students will learn how to interpret published quantitative research studies, identify appropriate measurement instruments, and statistically analyze inferential data to answer research questions. Students will also complete appropriate trainings demonstrating their understanding of ethical considerations for human-subject research.

CEPD 8185 - Professional Research Writing
  (3 /0/ 3)   This course is designed for graduate students who have been admitted into the Ed.S. program in Professional Counseling. The purpose of this course is to equip students with knowledge and skills in the area of professional writing. In this course, students will review the basic grammatical principles and conventions necessary to communicate effectively in written form. Moreover, students will learn technical writing techniques and the structure of a professional manuscript. Students will apply this knowledge through course-embedded assignments that promote skill development, helping students learn to successfully write across a range of topics, from short reports to research manuscripts.

CEPD 8189 - Advanced Internship
  (3 /0/ 3)   Enrollment requires admission to Ed.S. program. The internship is an organized and supervised set of training experiences (paid or unpaid), the purpose of which is to enhance one's ability to function professionally as a counselor. Flexibility to tailor the internship to one's professional goals and objectives is a major strength of the Ed.S. counseling internship. Students will work in an approved internship site under the supervision of an appropriately credentialed supervisor for a minimum of 150 hours. May be repeated for credit.

CEPD 8190 - Advanced Practicum: School Counseling
  (0 /3/ 3)   Prerequisite: College of Education Field Experience documentation required
Practical experience with actual individual clients in school (P-12) and agency settings. These counseling sessions are taped and critiqued by the Practicum instructor. May be repeated for credit.

CEPD 8191 - Advanced Practicum: Community Counseling
  (0 /3/ 3)   This course emphasizes supervision of individual and group counseling interventions conducted in field settings; special attention is paid to the development of evaluative criteria for self and peer assessment. A minimum of 15 hours in the field placement is required and graded on a Satisfactory/Unsatisfactory basis.

CEPD 8194 - Research: Mixed Methods Analysis
  (3 /0/ 3)   Prerequisite: Admission EdS program in Professional Counseling
This course presents an applied approach to learning mixed methods research. Students will learn how to design mixed methods studies, collect and analyze data, integrate findings, and draw inferences using both qualitative and quantitative approaches in a single study.

CEPD 8197 - School Guidance Program Development

(3 /0/ 3)   This course is designed to enable school counselors to engage in strategic planning to improve this school guidance program. Emphasis is placed on the practical application of planning skills to assess, evaluate, and improve the functioning of the school guidance program in order to meet the needs of students in elementary, middle, and high schools. Students will also become more familiar with P-12 school guidance programs.

CEPD 9171 - Program Evaluation
  (3 /0/ 3)   This course focuses on the theories, concepts, and processes involved in planning and managing evaluations. Students will engage in evaluations in specific counseling situations (individual, group, organizational) using focus groups, key stakeholder interviews, survey design, data gathering, analysis and/or other methods as appropriate and analyze outcomes to make recommendations for development and/or remediation.

CEPD 9183 - Directed Doctoral Research
  (3 /0/ 3)   Individual injury on a research problem consisting of a plan for data collection and analysis, as well as, critical review, integration and interpretation of research literature.

CEPD 9184 - Doctoral Seminar Professional Issues
  (3 /0/ 3)   This course is a special topics seminar structured to address professional issues in counseling. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and activities.

CEPD 9185 - Doctoral Seminar-Advocacy for Marginalized and Underserved Populations
  (3 /0/ 3)   This course is a special topics seminar structured to address advocacy of marginalized and underserved populations in counseling. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and activities.

CEPD 9186 - Doctoral Internship
  (3 /0/ 3)   This course entails a minimum of 300 clock hours of supervised experiences over the course of two semesters. One experience of 150 hours focuses on administrative supervision in counseling and one experience of 150 hours focuses on program evaluation.

CEPD 9187 - Doctoral Practicum in Supervision
  (3 /0/ 3)   This course is designed to provide closely directed advanced experience in supervision of professional counseling. The focus is on development of effective clinical supervision style and skills via recording and critique of supervision sessions. Ethical, legal, multicultural and other professional issues are addressed.

CEPD 9199 - Dissertation
  (1.0 - 12.0 /0/ 1.0 - 12.0)   The dissertation experience requires the designing and conducting of an independent scholarly inquiry guided by a faculty dissertation committee.

CEPD 9210 - History of Higher Education
  (3 /0/ 3)   A review of the historical progression of higher education and an introduction into the contemporary issues confronting higher education today with a focus on the relationship between the historical perspectives of higher education and its relationship to current practice.

CEPD 9211 - Organizational Theory
  (3 /0/ 3)   Review of organizational theories that contribute to the development of human capital and effective operating systems.

CEPD 9212 - Advanced Seminar in Leadership
  (3 /0/ 3)   Students will study several theoretical perspectives that have gained some credibility and research basis over the last several decades. Literature and theory will be reviewed to inform students of the individual role of leadership and its ability to envision, plan, and affect change in organizations and persons.

CEPD 9213 - Critical Issues and Trends in Higher Education
  (3 /0/ 3)   Utilizing a historical perspective of higher education, students will review critical issues affecting higher education. Students will think critically about these issues and develop a plan using theory and literature to address a critical issue in higher education.

CEPD 9214 - Analysis of Higher Education Literature

(3 /0/ 3)   The literature in higher education is vast and this course is designed to introduce students to that literature in a way that not only informs their practice, but also helps them evaluate the literature from an analytical lens. By reviewing the literature, this course will also afford students the opportunity to begin evaluating resources for the dissertation.

CEPD 9215 - Advanced Legal Issues and Policy Analysis
  (3 /0/ 3)   Review and analyze current legal issues and public policy influencing higher education with an emphasis on the method of analysis and interpretation of the legal issue and public policy as it is applied to higher education.

CEPD 9216 - Values and Ethics in Higher Education Leadership
  (3 /0/ 3)   Involves knowledge, skills, and dispositions that connect the values and ethics of the student affairs profession to ones current professional practice.

CEPD 9217 - Diversity Issues in Higher Education
  (3 /0/ 3)   Consideration of the process and goal for including knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups in a higher education setting while seeking to address and acknowledge the issues of oppression, privilege, and power.

CEPD 9218 - Higher Education Finance and Advancement
  (3 /0/ 3)   The development and management of finances, capital projects, and university advancement is the focus of this course. Budget development and project management is also included.

CEPD 9219 - Governance in Higher Education
  (3 /0/ 3)   Application of organizational theory as it relates to the governance structure of higher education. Governance topics include, but are not limited to, various reporting structures in the world as it relates to governance of higher education, human capital, formal evaluation of staff, and use of physical resources to enhance current organizational structures in higher education.

CEPD 9220 - Enrollment Management
  (3 /0/ 3)   Enrollment management strategies and theories in higher education that facilitate practice in the areas of retention, progression, and graduation.

CEPD 9221 - Qualitative Research in a Higher Education Environment
  (3 /0/ 3)   This course focuses on the use of qualitative methods of research, including theoretical perspectives and methods of collection and analysis of qualitative data sources relevant to a higher education environment. It emphasizes analysis of work samples, observations, inquiry data, artifacts, and other sources of data. Students become skilled at using methods of qualitative research to evaluate issues in colleges and universities. In addition, students examine strategies for thematic and other forms of analysis of observational and inquiry data.

CEPD 9222 - Quantitative Research in a Higher Education Environment
  (3 /0/ 3)   This course introduces the graduate student to basic methods of empirical inquiry used in higher education. Quantitative research designs commonly used in higher education are emphasized. Students will learn how to select samples, identify appropriate measurement instruments, analyze data descriptively, and apply a variety of inferential statistical tests to answer research questions.

CEPD 9223 - Applied Research Practices
  (3 /0/ 3)   Prerequisite: CEPD 9221, CEPD 9222
 Utilizing content from previous research courses, this class will emphasize the application of research practices to higher education utilizing qualitative and quantitative research designs.

CEPD 9224 - Institutional Assessment and Program Effectiveness
  (3 /0/ 3)   Interpreting data sets as they relate to colleges and universities will be analyzed as well as strategies that determine whether programs are effective in meeting their stated goals and objectives.

CEPD 9225 - Directed Doctoral Research
  (3 /0/ 3)   Individual inquiry on a research problem consisting of a plan for data collection and analysis, as well as, critical review, integration and interpretation of research literature for the dissertation.

CIED

CIED 7601 - Course Management System for E-Learners

(3 /0/ 3)   Course offered in partnership with VSU as part of the GOML/MATC Program.

CIED 7602 - Resources and Strategies for E-Learners

Criminology

CRIM 5001 - Survey Research Methods
  (3 /0/ 3)   This course will introduce one of the most common research methods used in the field of criminology: the survey. Topics covered will include sampling, modes of conducting surveys, question wording, and dealing with non-response. In the later part of the semester, students will gain practical knowledge of the topic by conducting and supervising live telephone interviews.

CRIM 5004 - Managing Data
  (3 /0/ 3)   This course teaches students to build and manage databases using SPSS. An emphasis is placed on working with large national data sets, including those available through the U.S. Census Bureau and the Inter-University Consortium for Political and Social Research. Although a basic understanding of research methods and statistics is helpful, it is not necessary for this course.

CRIM 5231 - Women in the Criminal Justice System
  (3 /0/ 3)   This course will introduce students to the participation of women in the criminal justice system. Offenses committed by females, laws peculiar to females, and the treatment of females by the system will be explored. Women as professionals and their impact on the system will also be discussed.

CRIM 5232 - Family Violence
  (3 /0/ 3)   Course will examine family violence form both a personal and social perspective. Research and theory in family violence will be discussed, along with types of relationships, incidence, prevalence, inter-personal dynamics, contributing factors, consequences, social response and services. Prevention strategies will be explored.

CRIM 5280 - Contemporary Issues in Criminal Justice
  (3 /0/ 3)   This course will focus on a particular issue being dealt with by the criminal justice system today. Students will critically examine the issue and related research and theories. The social context of the issue will be explored as well as possible actions to address the problem.

CRIM 5981 - Directed Readings
  (0 /3.0 - 9.0/ 1.0 - 3.0)   Title and description of the type of independent study to be offered will be specified on the variable credit form students must complete before being permitted to register for this class. May be repeated three times for credit.

CRIM 6000 - Principles of Criminology
  (3 /0/ 3)   This course provides an introduction to the program and an overview of the basic scope, mission and methods of criminology. Topics addressed include the current state of theory and research on the nature of law, criminality, and social control. Note: Required of first-year graduates in Criminology.

CRIM 6003 - Applied Statistics in Criminology
  (3 /0/ 3)   This course is designed to introduce the graduate student to the principal statistical analysis methods in criminology and criminal justice sciences. This course will cover inferential statistics and their interpretation. It will also include the application of statistical packages. This course assumes an elementary understanding of statistics at the undergraduate level thus it is desirable that students have taken prior coursework in statistics.

CRIM 6010 - Theories of Crime and Justice
  (3 /0/ 3)   This course is an advanced study of criminology theory. A range of theoretical perspectives within three general paradigms - classical/neoclassical, positivist, and critical will be explored. Historical foundations and contemporary perspectives will also be examined with an emphasis on the effect of these perspectives on policy.

CRIM 6013 - Social Research
  (3 /0/ 3)   This course will discuss the quantitative and qualitative methods of research that are commonly used in the social sciences. Students will learn about survey research, experiments, observational/field work, and interview studies. Topics to be covered include: methods of inquiry, causality, sampling, research instrument design, data collection, coding, ethics, and statistics (briefly).

CRIM 6182 - Special Seminars
(0 /0/ 3)   Title and description of the instruction to be offered will be specified on a variable credit form. The variable credit form must be completed before a student will be allowed to register for this course. Transcript entries carry different nomenclature to correspond with material taught. May be repeated on different content at least two times for credit.

CRIM 6222 - Conflict Resolution
(3 /0/ 3)   Conflict Resolution covers a broad range of activities aimed at resolving differences in effective but nonviolent ways. This class will include coverage of negotiation, mediation, and arbitration as ways of developing peaceful agreements. Special emphasis will be given to conflict resolution issues of the criminal justice system such as hostage negotiations.

CRIM 6233 - Ethics and Criminal Justice
(3 /0/ 3)   This course focuses on major moral theories and ethical decision making in the field of criminal justice. Conflicting loyalties, competing social demands, and sub-cultural strains specific to criminal justice will be explored.

CRIM 6241 - Legal Theories
(3 /0/ 3)   An interdisciplinary exploration of classical and contemporary texts in legal theory. The primary focus will be to discover those things for which legal theory must account as well as examining contemporary critiques of legal theory such as is entailed by the critical legal studies movement. As a research project, students are encouraged to either explore in-depth one of the theories covered in this course or to cover additional theories of theorists in legal studies.

CRIM 6255 - Delinquency, Family, and the Community
(3 /0/ 3)   This course will examine juvenile crime within a larger social context, exploring the positive and negative contributions of the individual, the family, peer, schools, and the larger community. Intervention strategies will be assessed, and a model will be presented for community action that can reduce/prevent juvenile crime.

CRIM 6266 - Perspectives On Violence
(3 /0/ 3)   This course looks at the problem of violence from an interdisciplinary perspective. It is designed to allow the student to become familiar with the social, psychological, biological, and public policy issues that surround this social problem. Particular attention will be paid to issues of domestic violence, gangs, and suicide.

CRIM 6275 - Planning and Evaluation
(3 /0/ 3)   Social science research methods applied to determine program/policy effectiveness. Students will learn skills in process and outcome evaluation, and how to utilize evaluation findings for future planning.

CRIM 6279 - White Collar Crime
(3 /0/ 3)   This class provides an overview of white collar crime in the criminal justice system. Topics will include the basic principles and theories underlying white collar crime, including the principles that allow corporations and individuals relative freedom from prosecution. It addresses substantive areas of white collar crime, while exploring the variety of offenses that are included in this area.

CRIM 6280 - Seminar in Social Justice
(3 /0/ 3)   This course offers an opportunity to explore a number of areas, which may be defined within the broad heading of justice. It takes a realistic and critical look at the legal, social psychological, and political effects of the 'justice system' on people and their cities. Students will be asked to analyze these effects from the perspective of what is 'just' or 'unjust' - what can we do about it.

CRIM 6286 - Internship
(0 /0/ 1.0 - 6.0)   Students will be placed in an agency compatible with their area of concentration to gain applied experience prior to graduation.

CRIM 6333 - Victimology
(3 /0/ 3)   This course provides an advanced analysis of the nature, causes, and consequences of criminal victimization and will include international and human rights perspectives.

CRIM 6340 - Advanced Criminological Theory
(3 /0/ 3)   An examination of the major conceptual and propositional developments in criminological theory and the role particular theorists played in those developments.

CRIM 6341 - Constitutional and Judicial Principles
   (3 /0/ 3)   This course will review the development and implementation of the U.S. Constitution throughout American history. Attitudes for and against specific interpretations of the constitution, i.e. strict constructionist, will be explored.

CRIM 6342 - Crisis Intervention
   (3 /0/ 3)   This course presents an overview of techniques and approaches to crisis intervention for crisis management professionals. It covers initial intervention, defusing and assessment, resolution and/or referral, with emphasis on empathy. Crisis theory will be examined and then applied to various types of crises including sexual assault/rape; natural disasters; personal loss; and suicide.

CRIM 6345 - Homeland Security
   (3 /0/ 3)   This course focuses on the study of how the United States has dealt historically with internal security matters as well as the development of the Department of Homeland Security (DHS) after 9/11. This course is designed to help students develop critical thinking skills in order to become better evaluators of national security, and to help students prepare for careers in homeland security-related professions.

CRIM 6350 - Terrorism
   (3 /0/ 3)   This course examines domestic and international terrorism. It looks at the theories concerning the causes of terrorism and the various ways that individuals and institutions respond to terrorism. The 'war on terrorism' is examined for its unintended consequences.

CRIM 6360 - Law Enforcement Leadership
   (3 /0/ 3)   The course enhances each student's understanding of the importance of personal, interpersonal and organizational relationships, as well as the nature of police management. Concepts such as responsibility, courage, leadership, organizational values, integrity, and organizational design are presented in relation to problem solving.

CRIM 6370 - Correctional Management
   (3 /0/ 3)   This course integrates policy and practical issues in correctional settings with management theory. Students will also learn about typical correctional clients, life in prison and issues related to the management of correctional programs.

CRIM 6380 - Criminal Justice Administration
   (3 /0/ 3)   This course is designed to provide students with an in depth look into the theory and practice of criminal justice administration. Several theoretical approaches will be examined, followed by a critical evaluation of how they have been put into practice. Critical thinking and problem solving is emphasized throughout the course.

CRIM 6623 - Crime and Social Inequality
   (3 /0/ 3)   This course offers an examination of the relationships between social stratification, crime, and criminal justice. Explored will be the empirical and theoretical associations that race/ethnicity, sex/gender, social class, and other systems of inequality have with crime, victimization, and criminal justice system response.

CRIM 6982 - Directed Study
   (0 /0/ 1.0 - 3.0)   Varies by student and professor.

CRIM 6983 - Continuing Registration
   (0 /0/ 1)   Must be taken by those who are finishing course work to remove an incomplete while not enrolled for other courses or those who are not enrolled for thesis hours but are completing thesis or position papers.

CRIM 6999 - Thesis
   (0 /0/ 1.0 - 9.0)

CURR 6575 - Curriculum Trends and Issues
   (3 /0/ 3)   This course is a critical study of the design and implementation of curricula in the field of education.

Early Childhood/Elementary Education

ECED 6249 - Seminar For P-5 Teachers

(2 /2/ 3)   A seminar designed to synthesize the theories, concepts, NBPTS propositions, and instructional strategies that have been learned during the M.Ed. program. A 'capstone' field project with students in a PK-5 setting will be a requirement for this course. This seminar is also designed to enhance skills in critical thinking, comprehension of research, and decision-making as an effective practitioner. A completion of the Master's degree portfolio will also be accomplished in this course. This course should be taken within the last two semesters of graduation.

ECED 6261 - Developing Affective Curricula
  (3 /0/ 3)   A course designed to facilitate sensitivity to the emotional needs of students, and to plan and implement affective curriculum activities.

ECED 6262 - Language Development: Implications for the Childhood Educator
  (3 /0/ 3)   Language and its acquisition; studied in relation to mental development and school achievement.

ECED 6271 - P-5 School Curriculum
  (3 /0/ 3)   A critical study of the design and implementation of curricula in the education of children (Pre-K through fifth grade). Attention is given to historical, philosophical and theoretical perspectives; current national standards; programmatic design and organization; and the use of personnel, materials, and equipment. National Board for Professional Teaching Standards and a certification portfolio based on National Board propositions are introduced as the conceptual framework and exit requirement for the M.Ed. program. This course should be taken within the first two semesters of the M.Ed. program.

ECED 6285 - Special Topics
  (1.0 - 3.0 /0/ 1.0 - 3.0)   Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

ECED 6288 - Continuing Practicum
  (0 /2/ 1)   Practical experience with students in a PK-5 setting under the supervision of ECED faculty is a prerequisite for this course. (Requires the completion of activities described in the Entry Packet and enrollment during the same semester as ECED 6249 - Seminar For P-5 Teachers).

ECED 6290 - Reading, Interpreting, and Applying Research
  (3 /0/ 3)   Introduction to early childhood research, design, and sources of reference.

ECED 7259 - Investigating Methods and Materials in Mathematics
  (3 /0/ 3)   Concepts and material which are appropriate for mathematics education of Pre K - Grade 5 children will be investigated. In addition, research on the use of process education in these areas will be considered.

ECED 7260 - Investigating Methods and Materials in Science
  (3 /0/ 3)   Students will examine the research and literature base forming the foundation behind the content, methodology, skills, and materials used to teach science to children in grades P-5.

ECED 7261 - Literature for the Young Child
  (3 /0/ 3)   This course is designed to give the early childhood educator an opportunity to become acquainted with classic and current literature for children. Emphasis will be given to integrating literature in all curriculum areas (whole language approach).

ECED 7262 - Investigating Language Arts
  (3 /0/ 3)   This course is designed to assist the teacher in integrating the teaching of language arts including: reading, writing, oral language, listening, as well as viewing and visual representation.

ECED 7263 - Writing Across The Curriculum
  (3 /0/ 3)   Since writing can be used as a tool for learning, reflection and discovery, students in this course will study a variety of children's writing and will study the writing process (a tool for thinking about writing) and its appropriate use throughout the curriculum.

ECED 7264 - Investigating Social Studies Methods
  (3 /0/ 3)   Graduate students will critique current methodology, trends, and issues; evaluate strategies for implementing curricular and instructional change; and enrich their decision-making and leadership skills to enhance the elementary (P-5) social studies curriculum.

ECED 7265 - Parent Education for Teachers and Child Care Workers

(3 /0/ 3)   An examination of the child from the parental viewpoint. Strong emphasis will be given to changing family structure, family communication, responsibilities of parenting as they relate to teacher education and child care givers. Parenting in high-risk families and children with exceptionalities will be addressed.

ECED 7266 - The Young Child: Home and Community
  (3 /0/ 3)   This course is designed to aid in the understanding of the effects of home, community and society on the life of young children.

ECED 7267 - Teaching Creative Arts
  (3 /0/ 3)   Development of the concept that through creative arts children communicate ideas and feelings and develop sensitivity and perception. Emphasis will be given to integration of the creative arts in all curriculum areas.

ECED 7268 - Teaching Creative Dramatics
  (3 /0/ 3)   The study of creative dramatic techniques for early childhood and elementary age children.

ECED 7271 - Diversity and the Classroom for Early Grades P-5
  (3 /0/ 3)   Students will examine issues relating to cultural pluralism and global perspectives, equitable education of diverse student populations, and aspects of teacher behavior, cultural variations, and student variations relevant to learning and teaching. Topics will include the theoretical foundations of multicultural education, the importance of cross-cultural communication, and major theoretical and empirical approaches to classroom management. Students will also examine, evaluate, and develop curricular materials, decision making and problem solving skills, and techniques to effectively instruct and manage within learning environments of diverse populations of P-5 students.

ECED 7272 - Classroom Management Early Grades (P-5)
  (3 /0/ 3)   Students will examine major theoretical and empirical approaches to classroom management, develop appropriate decision making and problem solving skills, and formulate techniques to manage effectively a learning environment for students in grades P-5.

ECED 7273 - Family/Community Involvement for School Improvement
  (3 /0/ 3)   Family/Community Involvement for School Improvement is designed to acquaint teachers of early childhood and elementary grade children with techniques for working with and involving families and communities. In this course, four areas of parent and community involvement will be emphasized: home-school communication, parent education, volunteerism, and public/community relations.

ECED 7281 - Independent Study
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Preparation of an independent project under the direction of a full-time college faculty member.

ECED 7282 - Directed Readings in Education
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Concentrated readings and review of research studies and literature relative to areas of significance to early childhood education.

ECED 7285 - Special Topics
  (3 /0/ 3)   Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

ECED 8271 - Advanced Curriculum Seminar
  (3 /0/ 3)   An in-depth study in a seminar setting of curriculum trends, problems, and issues facing educators of children in P-5 environments.

ECED 8272 - Teacher as Leader
  (3 /0/ 3)   Designed to provide students with knowledge of factors and processes related to teacher leadership roles within schools. Topics such as mentoring, peer coaching, community relations, organizational change, and advocacy will be addressed.

ECED 8284 - Research Seminar
  (3 /0/ 3)   A study of the basic elements of research and research design as it relates to the development of research in early childhood education.

ECED 8297 - Professional Seminar

(3 /0/ 3)   Prerequisite: ECED 8284
A course designed to provide a forum for professional interaction between students and professors on critical issues in the profession.

Economics

ECON 5440 - Public Finance
  (3 /0/ 3)   A study of the equity and economic effects of government spending programs, taxes, and debt. The course is primarily applied microeconomics. Same as POLS 5204.

ECON 6420 - Current Economic Issues
  (3 /0/ 3)   The course covers contemporary problems from an economic perspective. Issues covered include the national debt, health care, social security, population growth and other economic issues. (Not open to MBA students.)

ECON 6430 - Business Forecasting
  (3 /0/ 3)   This course provides a survey of forecasting methods used by managers and forecasting practitioners. Topics include time-trend, regression-based, time-series decomposition, and auto-regressive moving average methods.

ECON 6450 - Managerial Economics
  (3 /0/ 3)   Prerequisite: (ECON 2105 or ECON 2106) and ECON 3402
This course builds skills in microeconomic analysis for managers and provides a conceptual foundation for further functional area studies. Topics include consumer and producer theory, industrial organization, and aspects of game theory and statistical analysis. or

ECON 6461 - International Finance
  (3 /0/ 3)   Topics may include foreign exchange market; exchange rates; balance of payments analysis and adjustment process; financing institutions, monetary relations, and monetary reform; gold, the dollar, devaluation, and SDRs. Same as FINC 6521.

ECON 6470 - Ethical Foundations of Capitalism
  (3 /0/ 3)   This course is designed to explore the moral, ethical, and economic foundations of the modern business environment. Topics include the role of the individual, business, and government in society. Students in the course are exposed to the writings of economic, ethical, and political thinkers such as Smith, Hobbes, Locke, Marx, Keynes, Rand, Hayek, and Friedman.

ECON 6481 - Independent Study in Economics
  (0 /1.0 - 6.0/ 1.0 - 6.0)   Directed program of independent or specific research topics.

ECON 6485 - Special Topics in Economics
  (3 /0/ 3)   Prerequisite: ECON 2105 and ECON 2106
Title and description of specific courses to be specified at time of offering. Course may be repeated with permission up to a maximum of 6 courts of credit.

EDAT

EDAT 6001 - Assessment to Improve Teach
  (3 /0/ 3)   Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

EDAT 7100 - Research Meth in Education
  (3 /0/ 3)   Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

Educational Foundations

EDFD 7303 - Culture and Society in Education
  (3 /0/ 3)   A critical analysis of cultural and sociological factors and their effect on issues affecting educational thought and schooling practices.

EDFD 7305 - History of American Education
  (3 /0/ 3)   A survey of the development and patterns of public education in this country.

EDFD 7306 - Leadership Formation
  (3 /0/ 3)   This course prepares aspiring leaders to create school learning communities capable of providing ongoing support for adult and student learning.

EDFD 7307 - Critical Issues in Education
  (3 /0/ 3)   A study of selected issues affecting educational thought and schooling practices emphasizing critical analysis of the cultural and sociological contexts of school-societal problems.

EDFD 7309 - Philosophical Foundations of Education
  (3 /0/ 3)   A survey of philosophical thought foundational to educational theory and practice.

EDFD 7311 - Ethics in Education
  (3 /0/ 3)   This course provides a survey of traditional and contemporary ethics as a foundation for examining selected educational policies, practices, and case studies.

EDFD 7385 - Special Topics
  (3 /0/ 3)   Individually designed studies of educational foundations.

EDFD 8371 - Advanced Principles of Curriculum
  (3 /0/ 3)   Advanced course directed toward providing students the knowledge and skill necessary for deriving principles to guide the processes of planning, designing, and evaluating curriculum in training and educational settings.

Educational Leadership

EDLE 6312 - Principles of Leadership
  (3 /0/ 3)   This course provides an overview of the organization and administration of schools. Special attention is given to organizational structure and administrative processes that support instructional leadership. The history, future, and current trends to develop viable approaches to improving teaching and learning are examined and practiced.

EDLE 6313 - Understanding Systems and Change
  (3 /0/ 3)   This course is designed to provide school leaders with an examination of the theoretical framework on leading organizational change for school improvement. It will focus on the systematic improvement of student achievement in the public school setting and will provide an opportunity for course related field experiences.

EDLE 6314 - School Business Management
  (3 /0/ 3)   An examination of the planning and management functions in a school that encompasses such activities as budgeting, purchasing, storing, warehousing, records management, utilization and maintenance of the physical plant, including the needs of the handicapped. The application of the computer in the ongoing operation of the school will be emphasized.

EDLE 6316 - School Law, Policy, and Ethics
  (3 /0/ 3)   This course is designed to provide school administrators with proficiencies essential to school leaders for the effective, efficient, equitable, and ethical management of schools and districts. Students are taught to advance the best interests of all students in policy development, allocation of capital and human resources, and monitoring. Course content addresses the role of school leaders in working within the legal and policy frameworks affecting the schools and school personnel. Ethical standards for professional educator conduct are an integral part of this course.

EDLE 6318 - Human Resources Management
  (3 /0/ 3)   This course focuses on the personnel functions and responsibilities of school leaders. Students develop skills in forecasting personnel needs; recruiting, selecting, orienting, assigning, developing, compensating and evaluating personnel. Attention is given to major federal and state legislation, executive orders and court decisions that provide direction in the development of human resource programs that address the rights of diverse groups within the work force.

EDLE 6320 - Supervision of Instruction
  (3 /0/ 3)   This course introduces the history of supervision and effective supervisory behaviors for teaching practices. Students study adult learning behaviors, supervisory models, tasks and skills of informal data collection and conferencing. Students are expected to practice these skills in on-site classrooms.

EDLE 6322 - Curriculum for Educational Leaders
 (3 /0/ 3)   This course provides in class and field experiences for students in the investigation of current curriculum literature and in the identification and creation of organizational patterns/designs which support both short and long range school goal setting. Students will learn to coordinate and synthesize curriculum development, utilize appropriate instructional designs including delivery, management and resources, as well as to reflect on the interpretation and utilization of test results for the improvement of instructional programs.

EDLE 6323 - Promoting Teaching & Learning
 (3 /0/ 3)   This course provides an examination of fundamental principles of curriculum development and instructional processes for k-12 school settings. In-class and field experiences investigating curriculum processes, evaluation and change assist students as they learn to coordinate, implement and synthesize curriculum development. Appropriate instructional design including delivery, management and resources, help students reflect on the interpretation and utilization of assessment results for the improvement of instructional programs.

EDLE 6325 - Leadership Formation
 (2 /0/ 2)   This course will examine the sources of authentic leadership: calling, connections, identity, integrity, and personal power.

EDLE 6327 - Professional Learning Communities
 (3 /0/ 3)

EDLE 6329 - School Operations for Student Learning
 (3 /0/ 3)   This course prepares aspiring leaders to implement and sustain effective professional learning communities to provide ongoing support for adult and student learning. Aspiring leaders study functions, structures, and features of organizational culture that are essential to successfully implementing and sustaining a professional learning community. Particular attention is given to the collaborative process and establishing a clearly defined focus on teacher collaboration and student learning.

EDLE 6330 - Building School Culture
 (2 /0/ 2)   This course prepares aspiring leaders to engage school communities in creating and sustaining high performance cultures that personalize learning and set high expectations.

EDLE 6331 - Advanced Culture Seminar
 (3 /0/ 3)   Prerequisite: EDLE 6330
This course will provide insights into the application processes involved in cultivating collaborative and learning focused school cultures.

EDLE 6332 - Advanced Change and Improvement
 (3 /0/ 3)   Prerequisite: EDLE 6313   This course will explore how to drive and sustain organizational and academic improvement in a school setting. It will examine leadership and pedagogical changes that will promote a collegial environment focused on continuous improvement. The course will look at school reform at the building and classroom levels specifically focusing on improved instructional practices. It will also explore and analyze contemporary examples of school reform. Learning will be drawn from theory and research, from students' personal experiences, and from case studies

EDLE 6341 - Using Data to Improve the School
 (3 /0/ 3)   The course will provide students experiences in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies of interpreting and presenting data. Students will also explore (1) the use of data within curriculum, instruction, and comprehensive school improvement efforts and (2) how to develop a data drive culture within the school.

EDLE 7304 - Administration of Special Education Programs
 (3 /0/ 3)   This course will provide the student an opportunity to gain an understanding of the legal and ethical requirements of complying with federal and state laws that govern the educational rights of students with disabilities. Students will also examine current educational strategies and methodologies that are designed to provide students with disabilities an appropriate education. The role of school administration in assuring compliance with the law, implementing educational programs, and evaluating those programs will be emphasized. (Cross-listed with SPED 7704).

EDLE 7312 - Schools and Community Engagement

(3 /0/ 3)   This course provides students with the proficiencies essential for school leaders to foster a healthy, safe, and supportive school environment that builds and sustains productive community relationships. Students are taught to promote the success and well-being for every student through collaborative engagement and the development of a shared vision for the school community.

EDLE 7316 - The Teacher and the Law
  (3 /0/ 3)   An examination of the law that affects teachers, law established by state and federal statutes, constitution, and court decision.

EDLE 7324 - Special Education Law
  (3 /0/ 3)   This course provides public school administrators and teachers the opportunity to examine the statutory and case law requirements of educating special populations.

EDLE 7381 - Independent Study
  (0 /1.0 - 3.0/ 1.0 - 3.0)   An independent study conducted under the direction of a faculty member. Advanced topics in theory, issues, trends, and techniques will be emphasized. Students will specialize in topics, studies, and projects in the area of specialty.

EDLE 7382 - Directed Readings in Education
  (0 /1.0 - 3.0/ 1.0 - 3.0)   The aim of the course is to allow a student to investigate an area not covered in existing courses. Such independent study requires research skills and motivation to acquire an advanced level of knowledge and understanding in the topic. An integrated research paper of the reading is required.

EDLE 7385 - Special Topics
  (1.0 - 3.0 /0/ 1.0 - 3.0)   Studies of topics to engage graduate students with contemporary issues and concerns related to school leadership.

EDLE 7394 - Educational Workshop
  (0 /3.0 - 9.0/ 3.0 - 9.0)   These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

EDLE 7395 - Educational Workshop
  (0 /3.0 - 9.0/ 3.0 - 9.0)   These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

EDLE 7396 - Educational Workshop
  (0 /3.0 - 9.0/ 3.0 - 9.0)   These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

EDLE 8301 - Educational Leadership Residency Lab I
  (0 /3/ 3)   This is the first of a three-semester course sequence (EDLE 8301, EDLE 8302, & EDLE 8303) designed to provide students with personalized field experiences where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students, in collaboration with a Leader Support Team (LST), will analyze current student learning data to identify strengths and areas for improvement. The analyzed data will guide the field experiences during the second and third residency lab course.

EDLE 8302 - Educational Leadership Residency Lab II
  (0 /3/ 3)   Prerequisite: EDLE 8301   This is the second of a three-semester course sequence (EDLE 8301, EDLE 8302, & EDLE 8303) designed to provide students with personalized field experiences where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students, in collaboration with a Leader Support Team (LST), will develop an Increasing Learning for All Plan (ILA) and Literature Review that will guide the field experiences during the third residency lab course.

EDLE 8303 - Educational Leadership Residency Lab III
  (0 /3/ 3)   Prerequisite: (EDLE 8301 and EDLE 8302) This is the third of a three-semester course sequence (EDLE 8301, EDLE 8302, & EDLE 8303) designed to provide students with carefully crafted and personalized field experiences where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students, in collaboration with a Leader Support Team (LST), will develop an Individualized Action Research Performance Plan that will guide field experiences during each of the three residency lab courses.

EDLE 8304 - Leadership for Organizational Change and Improvement
  (3 /0/ 3)   Students examine leadership and pedagogical strategies that promote a collaborative and
professional culture focused on continuous improvement. This course emphasizes school improvement by
focusing on change theories, instructional practices, and the building of organizational culture that ensures
learning for all students. Students will demonstrate proficiency by completing performance-based tasks.

EDLE 8305 - Effective Management to Promote Student Learning
  (3 /0/ 3)   Students study and apply principles of effective operations and performance management in K-12
schools. Using ethical principles and professional norms as the conceptual framework, students explore efficient
and effective organizational functions in personnel management, safety and emergency preparedness,
administration of resources, and the use of technology to improve operations. Students will demonstrate
proficiency by completing performance-based tasks.

EDLE 8306 - Instructional Leadership for Improving
  (3 /0/ 3)   This course provides educational leaders the opportunity to explore and use data-informed decision
making to drive and sustain organizational and academic improvements in a school setting. Students will
examine leadership and pedagogical strategies that promote a collegial environment focused on continuous
improvement. Learning will be drawn from leadership theory and research on best practices, ethical principles,
and professional norms in curriculum development, classroom instruction, student learning assessment,
professional learning, and other areas that support the needs of all student populations in a learning-focused
school environment. Students will demonstrate proficiency by completing performance-based tasks.

EDLE 8311 - Instructional Leadership
  (3 /0/ 3)   Prerequisite: EDLE 6320
An advanced course in instructional leadership. Students will apply varying leadership styles in instructional
settings depending on the developmental level of the faculty/staff being supervised. Students investigate various
technical and interpersonal skills that are designed to improve the quality of instruction.

EDLE 8312 - School Finance and Resource Management
  (3 /0/ 3)   This course is designed to provide candidates with the knowledge and skills to allocate financial and
human resources in ways that promote student achievement. Candidates learn effective problem-solving skills
and operational planning in the implementation of fiscal, human, and material resource procedures.

EDLE 8314 - Local School Leadership
  (3 /0/ 3)   This course examines the roles and responsibilities of school-level leaders. Effective leadership
practices are examined. The course provides a balance between theory and practice while emphasizing
application of problem solving strategies for educational leaders.

EDLE 8316 - Educational Facilities
  (3 /0/ 3)   This course is designed to make the graduate student aware of and appreciate the relationship that
exists between the total educational program and the learning environment as expressed by the physical
facilities housing such a program.

EDLE 8320 - Designing and Conducting Staff Development Programs
  (3 /0/ 3)   This course provides techniques and processes for planning and implementing staff improvement
programs. The literature, research, and reported effective practices are explored and implementation plans and
activities are developed.

EDLE 8322 - Law for School Counselors and Psychologists
  (3 /0/ 3)   This course is designed to provide the student with the opportunity to conduct an in-depth study of
the law as it relates to the delivery of counseling and social services to students in a school setting. The student,
working with the instructor, will research an area of interest and produce a written report.

EDLE 8324 - Ethics in Educational Leadership
  (3 /0/ 3)   This course is designed to provide school leaders with an in-depth examination of current and
anticipated ethical issues and dilemma facing public education.

EDLE 8326 - Politics and Policy in Education
  (3 /0/ 3)   Analyzes the politics of elementary and secondary education at the local, state, and federal level
with an emphasis on Georgia issues and experiences. Contemporary issues such as local control, the expanding
role of the state government in influencing policy direction are treated. The role of policy and the development
of policy as they relate to politics will also be explored.

EDLE 8328 - Educational Leadership in a Pluralistic/Diversified Society
  (3 /0/ 3)   A study of the various aspects of culture and its link to school leadership. A specific focus is made on the preparation of administrators that can help transform schools in ways that would serve the interests of groups oppressed on the basis of race, ethnicity, language, learning styles, gender, sexual orientation, social class, or disability. Limitations of traditional preparation models are investigated as well as related school reforms and restructuring movements.

EDLE 8329 - School Leadership in a Pluralistic and Diverse Society
  (3 /0/ 3)   Students study school and district leadership within the context of how effective leaders address issues related to race, ethnicity, gender, sexual orientation, social class, disability, or language. Particular attention is given to preparation of leaders who can transform schools and districts in ways that serve the interests of all students.

EDLE 8330 - Group Leadership Techniques in Administration and Supervision
  (3 /0/ 3)   This course provides experience in decision-making processes through the study of group behavior and leadership behavior, using role play, simulations, and case study methods. The role, styles, and functions of leaders are examined in the context of public education. Students learn to recognize both individual and group patterns of behavior in organizations. Interpersonal and managerial skills that are crucial to establishing a productive work climate are emphasized.

EDLE 8332 - Mediating Conflict in Organizations
  (3 /0/ 3)   This course assists students in understanding ways of managing conflict in schools and community. Attention is given to the consequences of intergroup and intragroup conflict and ways to establish productive and collaborative relations. Case studies of conflict are used to foster skills in conflict mediation and alternative dispute resolution.

EDLE 8334 - Curriculum Design
  (3 /0/ 3)   Interrelationships of various components of a curriculum design are investigated. Curriculum design is studied as a basis for decision-making in constructing instructional programs.

EDLE 8336 - Curriculum Inquiry and Change
  (3 /0/ 3)   An analysis and in-depth study of curriculum theories and the construction of new paradigms or models based on current curriculum thought. Conceptualization of the process of how fundamental change affects the culture of the school community and various emerging educational forms are also emphasized.

EDLE 8338 - Clinical Techniques in Supervision
  (3 /0/ 3)   Prerequisite: EDLE 6320
The student will develop skills of observing and analyzing teacher performance by using both qualitative and quantitative techniques, and by conducting pre and post conferences with teachers.

EDLE 8383 - Research Proposal for Educational Leadership
  (3 /0/ 3)   Students develop a working proposal for an action research project that has relevance for educational leadership. Students conduct a literature review and produce an appropriate research design.

EDLE 8386 - Advanced Internship
  (0 /3/ 3)   Is a one-semester advanced clinical field experience which prepares students for educational leadership positions.

EDLE 9004 - Teaching the Adult Learner
  (3 /0/ 3)   Prerequisite: EDFD 7001
This course examines theories of adult learning and practical application in the adult education process. Students will gain an understanding of andragogy and the contemporary adult education movement. Exploration of the six principles of andragogy will occur and include the: (1) learner's need to know, (2) self-concept of the learner, (3) prior experience of the learner, (4) readiness to learn, (5) orientation to learning, and (6) motivation to learn.

Elementary Mathematics

EDME 7271 - Elementary Mathematics I
  (3 /0/ 3)   This course focuses on preparing K-5 Mathematics Endorsement candidates to: understand and use the major concepts of number and operations in mathematics for K-5, including expressing, transforming, and generalizing patterns and quantitative relationships through a variety of representations; In addition, candidates

will: solve problems using multiple strategies, manipulatives, and technological tools; interpret solutions; and determine reasonableness of answers and efficiency of methods; as well select and use a variety of formative and summative assessment techniques to monitor student progress, gauge students' mathematical understanding, and interpret school-based progress. Must be taken concurrently with EDME 7271L.

EDME 7271L - Elementary Mathematics I Lab
  (0 /2/ 1)   Supervised and coordinated series of real applications of the knowledge and skills occurring in actual K-5 classroom settings that allow students to further develop and demonstrate the knowledge and skills acquired in coursework. Residency experiences shall require demonstration of the content knowledge and pedagogical skills acquired in Elementary Mathematics I. Co-requisite: EDME 7271.

EDME 7272 - Elementary Mathematics II
  (3 /0/ 3)   This course focuses on preparing K-5 Mathematics Endorsement candidates to: understand and use the major concepts of probability and data analysis for grades K-5, solve problems using multiple strategies, manipulatives, and technological tools; interpret solutions; and determine reasonableness of answers and efficiency of methods. In addition, this course will nurture collaboration, critical thinking, hands-on exploration, manipulative use, problem-based inquiry, technology utilization, and activity implementation addressing various learning styles; and will select and use a variety of formative and summative assessment techniques to monitor student progress, gauge student's mathematical understanding, and interpret school-based progress. Must be taken concurrently with EDME 7272L.

EDME 7272L - Elementary Mathematics II Lab
  (0 /2/ 1)   Supervised and coordinated series of real applications of the knowledge and skills occurring in actual K-5 classroom settings that allow students to further develop and demonstrate the knowledge and skills acquired in coursework. Residency experiences shall require demonstration of the content knowledge and pedagogical skills acquired in Elementary Mathematics II. Co-requisite: EDME 7272.

EDME 7273 - Advanced Strategies for Teaching Elementary Mathematics
  (3 /0/ 3)   Prerequisite: EDME 7271 and EDME 7272
  Exploration of techniques and strategies for teaching mathematics in the elementary school, including diversity, data-driven instruction, grouping for instruction, and technology in the classroom. Co-Requisite: EDME 7273L

EDME 7273L - Advanced Strategies for Teaching Elementary Mathematics Lab
  (0 /2/ 1)   Supervised and coordinated series of real applications of the knowledge and skills occurring in actual K-5 classroom settings that allow students to further develop and demonstrate the knowledge and skills acquired in coursework. Residency experiences shall require demonstration of the content knowledge and pedagogical skills acquired in Advanced Strategies for Teaching Elementary Mathematics. Co-Requisite: EDME 7273

EDME 7274 - K-5 Mathematics Endorsement Residency
  (3 /0/ 3)   Prerequisite: MATH 7403 and MATH 7423 and MATH 7413 and MATH 7523
Supervised and coordinated series of real applications of the knowledge and skills occurring in actual K-5 classroom settings that allow students to further develop and demonstrate the knowledge and skills acquired in coursework. Residency experiences shall require demonstration of the content knowledge and pedagogical skills delineated in program content standards. Authentic residency experiences shall occur in candidates assigned classrooms, as well as in settings other than candidates assigned classrooms to ensure experiences with diverse students and with student in the grade levels of the candidates' base certificate. The authentic residency includes a portfolio component. Successful completion of this course will allow previous program completers to convert to the new K-5 Mathematics Endorsement.

Education Mathematics and Science

EDMS 6001 - Assessment for Instruction
  (3 /0/ 3)   Course offered in partnership with Valdosta State University as part of the GOML/MATC program.

EDMS 6105 - Transition into Teaching
  (3 /0/ 3)   Course offered in partnership with Columbus State as part of GOML - MATC program.

EDMS 6115 - Knowledge of Students
  (3 /0/ 3)   Course offered in partnership with Kennesaw State University as part of GOML/MAT program.

EDMS 6116 - Research in Education
  (3 /0/ 3)   This course is part of the on-line MAT in Math & Sciences. This course will provide the student with the opportunity to acquire skills, knowledge, and strategies necessary to perform action or educational research. (Course fee required.)

EDMS 6131 - Becoming an Advanced Teacher
  (3 /0/ 3)   This course is designed to assist teachers in developing and connecting the advanced-level of competencies in all domains of the Georgia Framework for Teaching into their teaching practices. Emphasis is placed on exploring and applying the knowledge, skills and dispositions of teaching within each domain. This course is offered in partnership with Georgia Southern University as part of the GOML/MAT program.

EDMS 6216 - Practicum
  (0 /4/ 2)   Practicum experience with students, parents, teachers and other school personnel in a public school setting under the supervision of a college staff member.

EDMS 6272 - Classroom Management
  (3 /0/ 3)   Students will examine major theoretical and empirical approaches to establish learning environments that encourage positive social interaction and active engagement in learning as well as promote self-motivation. One of the major challenges teachers face is classroom management. With the reality of larger class sizes, dwindling resources, and a diverse student population that includes students with special needs, teachers need creative cooperative classroom management skills.

EDMS 6474 - Technology as a Teaching and Learning Tool
  (2 /0/ 2)   This course is part of the on-line MAT in Mathematics/ Science. EDMS is a two hour course that will provide students with an in-depth opportunity to develop deep content and knowledge in math, science and how to support understanding with technology. Standards based instructional methods and design will be used to model for teachers and their curriculum related to math and science. Hands-on technology integration techniques provide scaffolding from the student's basic computer skills to foster skills in five interrelated areas of instructional proficiency: (1) Georgia's Performance Standards for Curriculum; (2) Integration of Modern and Emerging Technologies into Instructional Practice; (3) Classroom Management in Classrooms, Computer Labs, and 21st Century Learning Environments; (4) New Designs for Teaching and Learning; and (5) Enhanced Pedagogical Practices. This course satisfies the Georgia Special Technology Requirement.

EDMS 6485 - Student Teaching
  (0 /18/ 9)   Teaching one semester in the public schools at the secondary level under the supervision of an experienced, qualified classroom teacher. Seminars are schedule as an integral part of the student teaching experience. Application for field experience required prior to enrollment.

EDMT 6215 - Methods in Teach Sec Math
  (5 /0/ 5)   Course offered in partnership with Columbus State University as part of the GOML program.

EDSC 6215 - Methods of Teaching Secondary Science
  (5 /0/ 5)   Course offered in partnership with Kennesaw State University as part of the GOML/MATC Program.

Educational Research

EDRS 6301 - Research in Education
  (3 /0/ 3)   The study of the general principles of qualitative and quantitative research designs with an emphasis on students becoming consumers of educational research.

EDRS 6302 - Research Methods in Educational Studies
  (3 /0/ 3)   The study of the general principles of qualitative, quantitative, and action research designs. Students become consumers of research in their fields and learn how to conduct research in their particular educational settings.

EDRS 6303 - School-Based Research Methods
  (3 /0/ 3)   The study of the general principles of qualitative and quantitative research designs with an emphasis on students being able to apply research methods to problems in education. The primary goal of the course is to prepare leaders to conduct and facilitate research for the purpose of school improvement. In this course, leaders will develop inquiry skills and will learn ways to lead others in the use of research based learning strategies and

processes. Emphasis is placed on systematic collection of multiple forms of data to identify improvement needs, choose courses of action to meet those needs and monitor progress toward goal attainment.

EDRS 6341 - Using Data to Improve the School
  (3 /0/ 3)   The course will provide students experiences in reviewing different types of data, analyzing data from multiple sources and in using different methodologies of interpreting and presenting data. Students will also explore (1) the use of data within curriculum, instruction, and comprehensive school improvement efforts and (2) how to develop a data drive culture within the school.

EDRS 6342 - School and Classroom Assessment
  (3 /0/ 3)   This course is designed to increase the school leader's knowledge and understanding of assessment and its role in improving student achievement. Students will examine the knowledge and skill base that supports the effective use of assessment within classrooms and schools. The nature and purpose of assessment, its use for improving instruction and the design of high-quality teacher-developed classroom assessments will be emphasized.

EDRS 7101 - Program Evaluation I: Introduction to Program Evaluation
  (3 /0/ 3)   This course provides an introduction to evaluation. Topics include an overview of the history of evaluation and an introduction to important evaluation models and practices. An emphasis will be placed on defining evaluation and evaluation-specific methodological skills and practices relevant for conducting high-quality program evaluations.

EDRS 7102 - Program Evaluation II: Program Evaluation Development
  (3 /0/ 3)   This course provides an in-depth examination of research designs and methods appropriate for program evaluation. An emphasis will be placed on the process of developing a program evaluation proposal adhering to professional and ethical standards.

EDRS 7103 - Program Evaluation III: Program Evaluation Implementation
  (3 /0/ 3)   This course focuses on quantitative, qualitative, and mixed methods approaches to data analysis, and the process of reporting evaluation research findings. An emphasis will be placed on using software to summarize data, answer evaluation questions, and develop a comprehensive program evaluation report to applicable stakeholders.

EDRS 8301 - Planning Research in Education
  (3 /0/ 3)   Prerequisite: EDRS 6301 or EDRS 6302
This course is designed for students planning to conduct a research project as part of their specialist degree requirement. Students have the opportunity to examine various research designs and data analysis techniques appropriate to qualitative and quantitative research methodologies. Students will write the first three chapters of their research projects (Intro, Review of Literature, and Methods sections).

EDRS 8302 - Quantitative Analysis in Educational Research
  (3 /0/ 3)   Prerequisite: EDRS 6301 or EDRS 6302
This course emphasizes the principles of experimental design and the analysis of data including analysis of variance for single and multifactor designs, randomized block, repeated measures, and analysis of covariance. Students learn computer applications and the reporting of results in APA style.

EDRS 8303 - Qualitative Analysis in Educational Research
  (3 /0/ 3)   Prerequisite: EDRS 6301 or EDRS 6302
Theories, methodologies, and findings are examined from qualitative research: educational ethnography, case study, biography, interview studies, and historical document analysis. Techniques for data collection, analysis, and presentation are studies through the design and implementation of a research project.

EDRS 8304 - Data Analysis in Educational Research
  (3 /0/ 3)   Enrollment requires approval of research proposal by program instructor and consent of EDRS instructor. This course is designed for students planning to conduct a research project as part of their specialist degree requirement. Students have the opportunity to examine various research designs and data analysis techniques appropriate to qualitative and quantitative research methodologies. Students learn computer applications and the reporting of results in APA style.

EDRS 9101 - Program Evaluation I: Introduction to Program Evaluation
  (3 /0/ 3)   This course provides an introduction to evaluation. Topics include an overview of the history of evaluation and an introduction to important evaluation models and practices. An emphasis will be placed on

defining evaluation and evaluation-specific methodological skills and practices relevant for conducting high-quality program evaluations.

EDRS 9102 - Program Evaluation II: Program Evaluation Development
  (3 /0/ 3)   This course provides an in-depth examination of research designs and methods appropriate for program evaluation. An emphasis will be placed on the process of developing a program evaluation proposal adhering to professional and ethical standards.

EDRS 9103 - Program Evaluation III: Program Evaluation Implementation
  (3 /0/ 3)   This course focuses on quantitative, qualitative, and mixed methods approaches to data analysis, and the process of reporting evaluation research findings. An emphasis will be placed on using software to summarize data, answer evaluation questions, and develop a comprehensive program evaluation report to applicable stakeholders.

Education Science Elementary

EDSE 7271 - Life Science For In-Service Elementary Teachers
  (3 /0/ 3)   This course is designed to reinforce and extend life science concepts for elementary teachers such that they can then design instruction that is appropriate for elementary students. The course will address basic concepts of life science using investigative, problem solving instruction. Students will be involved in concept building through discussion, laboratory, and field based experiences. Data gathering, analysis, and presentation will be a part of each topic. Additional professional resources from current literature will augment the information provided from the text and classroom discussions.

EDSE 7272 - Physical Science for In-Service Elementary Teachers
  (3 /0/ 3)   This course is designed to reinforce and extend physical science concepts for elementary teachers such that they can then design instruction that is appropriate for elementary students. The course will address basic concepts of the physical sciences using investigative, problem solving instruction. Students will be involved in concept building through discussion, laboratory, and field based experiences. Data gathering, analysis, and presentation will be a part of each topic. Additional professional resources from current literature will augment the information provided from the text and classroom discussions.

EDSE 7273 - Earth and Space Science for In-Service Elementary Teachers
  (3 /0/ 3)   This course is designed to reinforce and extend earth science concepts for elementary teachers such that they can then design instruction that is appropriate for elementary students. The course will address basic concepts of the earth sciences using investigative, problem solving instruction. Students will be involved in concept building through discussion, laboratory, and field based experiences. Data gathering, analysis, and presentation will be a part of each topic. Additional professional resources from current literature will augment the information provided from the text and classroom discussions.

EDSE 7274 - Pedagogical Strategies and Residency Requirements for Inquiry-Based Elementary Science Instruction
  (1.0 - 3.0 /0/ 1.0 - 3.0)   Prerequisite: EDSE 7271 and EDSE 7272 and EDSE 7273   Candidates will use current research and literature related to the content, methodology, skills, and appropriate materials to explore various ways to engage K-5 children in learning life, earth, and physical sciences. Instructional approaches will be based on the premises that all students can learn science and that effective science learning occurs when students utilize the various processes of science. Through this course candidates will also develop and complete the authentic residency requirements for completion of the K-5 Science Endorsement as described in PSC Rule 505-3.69. Course prerequisites may all be taken concurrently.

Education School Improvement

EDSI 7385 - Special Topics in School Improvement
  (1.0 - 3.0 /0/ 1.0 - 3.0)   Prerequisites - Must be an active Doctoral student in the School Improvement program. Studies of topics to engage graduate students with contemporary issues and concerns related to school improvement. Description of specific course to be inserted at time of offering. May be repeated for credit.

EDSI 9171 - Program Evaluation
  (3 /0/ 3)   This course focuses on the theories, concepts, and processes involved in planning and managing evaluations. Students will engage in evaluations in specific education situations (individual, group, organizational) using focus groups, key stakeholder interviews, survey design, data gathering, analysis and/or

other methods as appropriate and analyze outcomes to make recommendations for development and/or remediation.

EDSI 9901 - Dissertation Mentoring I
  (2 /0/ 2)   The purpose of this course is to begin the process of assisting candidates with moving from the role of student to that of emerging scholar and researcher through making steady progress toward completing the dissertation process. Students will understand the dissertation process and create a plan for the direction of their program of study including selecting topics of concentration, conducting research, and writing multiple dissertation plans based on a variety of research methods and approaches.

EDSI 9902 - Dissertation Mentoring Section 2
  (2 /0/ 2)   Prerequisite: EDSI 9901
The purpose of this course is to continue the process of assisting candidates with moving from the role of student to that of emerging scholar and researcher through making steady progress toward completing the dissertation process. Students will understand the dissertation process and create a plan for the direction of their program of study including selecting topics of concentration, conducting research, and writing multiple dissertation plans based on a variety of research methods and approaches.

EDSI 9903 - Dissertation Mentoring Section 3
  (2 /0/ 2)   Prerequisite: EDSI 9902
The purpose of this course is to continue the process of assisting candidates with moving from the role of student to that of emerging scholar and researcher through making steady progress toward completing the dissertation process. Students will understand the dissertation process and create a plan for the direction of their program of study including selecting topics of concentration, conducting research, and writing multiple dissertation plans based on a variety of research methods and approaches.

EDSI 9923 - Leadership for Diversity in the 21st Century
  (3 /0/ 3)   This course will encourage a culturally pluralistic and global perspective on the equitable education of culturally and linguistically diverse student populations. Students in the course will investigate the philosophical, theoretical, and historical foundations of multicultural education; the values inherent in cross-cultural communication; and relationships between verbal and nonverbal communication systems. Interpersonal skills for encouraging harmony between the dominant culture and culturally and linguistically diverse populations will be topics for investigation.

EDSI 9925 - Policy Analysis for School Improvement
  (3 /0/ 3)   This course is an advanced study of policy and its impact on the field of education broadly, and school improvement specifically. There is a specific emphasis on policy development and analysis. The course is designed to enable educators to become knowledgeable, effective, and responsible actors within the political and policy arenas of schooling.

EDSI 9933 - Leadership for Change
  (3 /0/ 3)   This course addresses the theories and processes of change in societies, cultures, and organizations with particular emphasis on change within the educational systems. Completion of this course will enable students to effectively use theories and processes in their role as change agents within their own educational environments. Change strategies that lead to school improvement are emphasized.

EDSI 9941 - Models of School Improvement and Reform
  (3 /0/ 3)   This course overviews nationally recognized models for school improvement, the forces and factors that influence school improvement and reform, the barriers to change and reform, and how change can be instigated within educational settings. Students build and value a conceptual understanding of the knowledge base in school improvement. Students develop foundational skills in different styles of writing required throughout the doctoral program.

EDSI 9942 - Instructional Leadership That Facilitates School Improvement
  (3 /0/ 3)   This course prepares students to be instructional leaders in their educational settings. The knowledge base in effective teaching, motivation and learning, clinical supervision and professional development are explored and analyzed as vehicles for school improvement.

EDSI 9943 - Models of Professional Development
  (3 /0/ 3)   This course identifies current research and theory in principles and models of professional development in the context of school improvement. Students will examine pedagogies of professional

development, structures that support teacher and adult learning, models of profession development, issues that influence and define teacher learning, and evaluation of professional development.

EDSI 9960 - Research Design
 (3 /0/ 3)   This course provides an overview of quantitative, qualitative, and mixed methods research designs. Students will learn the fundamental components of research design including developing research questions, reviewing scholarly literature, exploring theory and theoretical frameworks, and the role of ethics in educational research.

EDSI 9961 - Quantitative Research Methods
 (3 /0/ 3)   This course introduces the graduate student to basic methods of empirical inquiry used in education, nursing, and related social sciences. Quantitative research designs commonly used in these disciplines are emphasized. Students will learn how to select samples, identify appropriate measurement instruments, analyze data descriptively, and apply a variety of inferential statistical tests to answer research questions.

EDSI 9962 - Qualitative Research Methods
 (3 /0/ 3)   This course focuses on the use of qualitative methods of research, including theoretical perspectives and methods of collection and analysis of qualitative data sources in educational studies. It emphasizes analysis of work samples, observations, inquiry data, artifacts, and other sources of data. Students become skilled at using methods of qualitative research to evaluate school improvement issues. In addition, students examine strategies for thematic and other forms of analysis of observational and inquiry data. Throughout the course students collect and analyze school improvement data.

EDSI 9963 - Action Research for Change I
 (3 /0/ 3)   This course begins a two semester site-based research experience during which students conduct a school improvement project. Students reflect on practice to identify a research problem, conduct a review of literature to provide a theoretical base for their studies, develop research questions, and plan methods for data collection and implementation.

EDSI 9964 - Advanced Research Seminar
 (3 /0/ 3)   In this course students will strategically begin data collection and analysis processes for their individual research studies. Students will learn how to interpret and write results, discussions, and implications for their studies related to existing literature and theoretical frameworks.

EDSI 9998 - Research for Doctoral Dissertation
 (1.0 - 5.0 /0/ 1.0 - 5.0)   Prerequisites: Consent of dissertation chairperson and admission to candidacy. Students develop and carry out an independent research project in school improvement. A minimum of nine semester hours in this course is required for graduation. Continuous enrollment is required while working on the dissertation project.

English

ENGL 5000 - Studies in British Literature I
 (3 /0/ 3)   Topics rotate: Medieval Literature: An examination of medieval English literature in its various aspects, considering texts in their historical context. Renaissance Literature: An investigation of Renaissance literature in its various aspects, including, but not limited to, poetry, prose, and drama, and a consideration of that literature as a part and product of its historical period. Seventeenth Century British Literature: An investigation of significant issues, themes, and ideologies in selections of seventeenth-century British literature studied in terms of their original cultural context. Eighteenth Century British Literature: A topic-centered examination of drama, fiction, poetry and other textual expression from Restoration and eighteenth-century Britain. Works may be studies in their historical, political, cultural and aesthetic context.

ENGL 5002 - Studies in British Literature II
 (3 /0/ 3)   Topics rotate: British Romanticism: An investigation of issues, themes, and ideologies in selections of British Romantic literature studies in terms of their original cultural context. Victorian Literature: An in-depth analysis of Victorian literature in its original historical, political, cultural and aesthetic contexts. Twentieth-Century British Literature: An in-depth examination of selected twentieth-century texts from the British Isles studied in the context of relevant social, political and cultural issues. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States.

ENGL 5003 - Studies in American Literature I

(3 /0/ 3)   Topics rotate: Colonial and Early American Literature: An examination of representative literary works from exploration and discovery through the era of the new American republic. American Romanticism: An examination of representative American literary works from the nineteenth century through the Civil War. American Realism and Naturalism: An examination of the American literary arts based in an aesthetic of accurate, unromanticized observation/representation of life and nature that flourished in the post-Civil War era.

ENGL 5005 - Studies in American Literature II
  (3 /0/ 3)   Topics Rotate: Twentieth-Century American Literature: An in-depth examination of ideas and issues prevalent in twentieth-century American literature in its historical, political, cultural and aesthetic context. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States.

ENGL 5106 - Studies in Genre
  (3 /0/ 3)   An intensive examination of the formal, social, cultural and historical contexts of a single literary genre as well as the theoretical concerns that underlie its analysis. May be repeated for credit as genre or topic varies.

ENGL 5108 - Studies in the Novel
  (3 /0/ 3)   This course will emphasize the development of the British novel from the seventeenth through the twentieth centuries or the American novel from the late eighteenth through the twentieth centuries in relation to literary, cultural, intellectual, technological, and aesthetic changes in Britain or America.

ENGL 5109 - Film as Literature
  (3 /0/ 3)   An examination of films as texts through historical, aesthetic, thematic, and/or cultural questioning and analysis. Typical offerings may include Film and the Novel; Representations of War in Film; Film Censorship and the Marketplace; etc. May be repeated for credit as topic varies.

ENGL 5170 - Studies in African-American Literature
  (3 /0/ 3)   An examination of the African-American tradition in literature.

ENGL 5180 - Studies in Regional Literature
  (3 /0/ 3)   An examination of the literature of a specific region and the forces that shape its regional literary identity within the larger national contexts of the British Isles or the United States. Frequent offerings in Southern literature will rotate with other topics. May be repeated for credit as topic varies.

ENGL 5185 - Studies in Literature by Women
  (3 /0/ 3)   An investigation of aesthetic and cultural issues pertinent to the production of literature by women. Typical offerings will rotate among topics related to literature by women in the United States, the British Isles, or other parts of the world. May be repeated for credit as topic varies.

ENGL 5188 - Studies in Individual Authors
  (3 /0/ 3)   An examination of the career of a single literary figure in the context of literary history. Frequent offerings in Shakespeare and Chaucer will rotate with courses in a variety of other figures from several literary traditions. May be repeated for credit as topic varies. Shakespeare may be taken for up to six (6) hours, if topic varies, with department chair's permission.

ENGL 5210 - Advanced Creative Writing
  (3 /0/ 3)   An intensive experience in writing in one of the following genres: short story, poetry, or the novel.

ENGL 5295 - Studies in Young Adult Literature
  (3 /0/ 3)   An advanced examination of a wide range of literary texts appropriate for use in grades 7-12, focused so that students will develop an understanding of the basic reading processes, including reading assessment, comprehension strategies, and techniques for corrective reading, as well as a series of effective methodologies for promoting the critical appreciation of literature. Also covered are issues relating to the rights and responsibilities of various groups including teachers, school administrators, and parents involved in designing and implementing a literature curriculum.

ENGL 5300 - Studies in English Language
  (3 /0/ 3)   A sustained analysis of a particular linguistic theme, an approach to, or a regional expression of the English language. Regular offerings in the history of the English language and its development from Anglo-Saxon to contemporary varieties of world English and in English grammar will rotate with other topics. May be repeated for credit as topic varies.

ENGL 5310 - Studies in Literary Theory
  (3 /0/ 3)   An examination of a particular facet of or approach to literary theory and/or criticism. Typical offerings may include History of Literary Theory, Cultural Studies, Feminist Theory, Comparative Literature, etc. May be repeated for credit as topic varies.

ENGL 5381 - Independent Study
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Guided investigation of a topic not addressed by regularly scheduled courses. Students must propose a detailed plan of readings, articulating precise learning objectives, and secure the written consent of both a supervising instructor and of the department chair. Not more than one (1) Independent Study may count toward the M.A. in English without the chair's permission.

ENGL 5383 - Reading for the Comprehensive Exam
  (1.0 - 3.0 /0/ 1.0 - 3.0)   This course allows students to participate in regular colloquia conducted by faculty and in one-on-one study sessions with faculty in preparation for the comprehensive oral exam which is based on a reading list approved by the graduate faculty in English. Designed to supplement the student's independent reading for the comprehensive exam, this course may be taken as often as the student chooses, but does not count toward the M.A. English degree. Students must see Director of Graduate Studies for permission to register.

ENGL 5385 - Special Topics
  (3 /0/ 3)   An examination of a topic in literature, theory, and/or writing that transcends the boundaries of the fixed curriculum. Typical offerings might include Literary Representations of the War in Vietnam, Nature Writing and the Environment, and Representations of Aging in Literature. Requires permission of the department chair to repeat.

ENGL 5386 - Internship
  (0 /3/ 3)   A supervised practicum within a career-related setting that is writing-, editing-, tutoring-, and/or teaching-intensive. Enrollment is contingent on approval of proposed internship activities by both instructor and department chair.

ENGL 6105 - Seminar in British Literature I
  (3 /0/ 3)   A tightly focused examination of some aspect of pre-nineteenth-century British literature in its historical, ideological, and/or cultural context. The topic for this course varies. May be repeated for credit as topic varies.

ENGL 6110 - Seminar in American Literature I
  (3 /0/ 3)   A tightly focused examination of some aspect of pre-Civil War American literature in its historical, ideological, and/or cultural context. The topic for this course varies. May be repeated for credit as topic varies.

ENGL 6115 - Seminar in British Literature II
  (3 /0/ 3)   A tightly focused examination of some aspect of post-nineteenth-century British literature in its historical, ideological, and/or cultural context. The topic for this course varies. May be repeated for credit as topic varies.

ENGL 6120 - Seminar in American Literature II
  (3 /0/ 3)   A tightly focused examination of some aspect of post-Civil War American literature in its historical, ideological, and/or cultural context. The topic for this course varies. May be repeated for credit as topic varies.

ENGL 6385 - Seminar in Special Topics
  (3 /0/ 3)   Study of a specific theme, critical approach, and/or concept that transcends boundaries established by the other 6000-level offerings in the program. Typical offerings may include Transatlantic Influences in Modernist Literature, Literature of Migration and Settlement, and Theory and Praxis of Creative Writing. May be repeated for credit as topic varies.

ENGL 6399 - Thesis
  (0 /3/ 3)   Research and preparation of an M.A. thesis under the supervision of an approved faculty advisor.

Finance

FINC 5571 - Derivative Markets
  (3 /0/ 3)   An in depth study of options and futures markets. Topics will include the institutional structure of options and futures markets, pricing models, and hedging techniques.

FINC 6521 - International Finance
 (3 /0/ 3)   Topics include foreign exchange market; exchange rates; balance of payments analysis and adjustment process; financing institutions, monetary relations and monetary reform, gold, the dollar, devaluation, and SDRs. Cross-listed with ECON 6461.

FINC 6532 - Finance
 (3 /0/ 3)   A study of the major financial tools and techniques through problem solving and case studies.

FINC 6542 - Investment Analysis and Portfolio Management
 (3 /0/ 3)   Study of securities markets and security analysis for portfolio planning.

FINC 6561 - International Management of Financial Institutions
 (3 /0/ 3)   Designed as a study of the financial management of financial institutions with an emphasis on international aspects.

FINC 6585 - Special Problems in Finance
 (0 /1.0 - 3.0/ 1.0 - 3.0)   In-depth supervised individual study of one or more current problems of the finance profession.

FINC 6586 - Internship
 (0 /1.0 - 3.0/ 1.0 - 3.0)   Practical finance internship experience with a commercial firm or organization for selected students.

Foreign Language

FORL 5300 - Seminar in Global Studies
 (3 /0/ 3)   An interdisciplinary study of a selected culture, involving history, politics, sociology, and economics, as well as literature, art, music and spiritual life. The course includes a trip to the area studied.

FORL 6001 - Action Research in the Foreign Language Classroom
 (3 /0/ 3)   Prerequisite: Admission to Teacher Education program
This course provides an advanced introduction to the principles of action research in the foreign language classroom. Students will learn techniques for action research and complete a research proposal.

FORL 6010 - Topics in Language Education
 (3 /0/ 3)   Prerequisite: Admission to Teacher Education program
This course will have variable content focusing on issues related to applied linguistics, foreign language acquisition, and/or pedagogical approaches. Possible topics include: Foreign Language Curriculum Planning, Discourse in the Language Classroom, Community-Based Learning and Language Education, and Culture in the Language Classroom. Course may be taken more than once with different topics.

FORL 6100 - Issues in Applied Linguistics and Secondary Language Acquisition
 (3 /0/ 3)   Prerequisite: Admission to Teacher Education program This course provides an advanced introduction to the principles of applied linguistics to teachers with limited background in linguistics who will be working with second and foreign language learners.

FORL 6501 - Foreign Language Teaching and Curriculum in the Elementary School
 (3 /0/ 3)   This course is designed for students seeking degree in Foreign Language Education. It treats the disciplines of Foreign Language methodology and curriculum design applied to elementary school teaching and includes class observation, planning of instruction, and field experience.

FORL 6502 - Methods of Foreign Language Teaching
 (3 /0/ 3)   A course designed for students to develop skills and strategies in teaching and planning foreign language instruction at the P-12 levels.

FORL 6699 - Master's Thesis
 (1.0 - 3.0 /0/ 1.0 - 3.0)   This course is available only to students enrolled in the MAT program who wish to write a Master's Thesis as the culminating experience of the program. Students will explore a topic related to the discipline they wish to teach. Candidates who choose this option will be required to defend the thesis.

French

FREN 5501 - Foreign Language Teaching in Elementary Schools
  (3 /0/ 3)   This course is designed for students seeking a degree in Foreign Language Education. The objective is to prepare qualified foreign language teachers for elementary school. This course treats the principles of foreign language methodology applied to elementary school teaching, and includes class observations, planning of instruction, and field experience.

FREN 6150 - Linguistics and Literary Theory
  (3 /0/ 3)   This course is a study of the intersection(s) between theoretical linguistics and literary theory. Students will look at the ways in which language as a broadly defined linguistic category interrelates with literary texts in particular and cultural documents in general through the lens of some of the most influential French and French-speaking linguists and theorists of the twentieth century.

FREN 6210 - French Literature and Film
  (3 /0/ 3)   A comparative approach to the study of French literature and its cinematic adaptation and/or a thematic approach to selected literary texts and films.

FREN 6220 - Contemporary French Literature
  (3 /0/ 3)   A study of selected works by major French writers of the twentieth century.

FREN 6230 - French Drama
  (3 /0/ 3)   A study of major trends in French dramatic art, with critical study and discussion of representative plays from a variety of centuries and literary movements.

FREN 6240 - Seminar in French Poetry
  (3 /0/ 3)   This course introduces the student to the French textual analysis method, 'explication de texte'. Students will learn the art of versification as well as the technical terms used in literary analysis as they do in-depth analysis of works selected from major literary movements.

FREN 6250 - Translation
  (3 /0/ 3)   An introduction to the theory and practice of translation. Intensive practice in the translation of texts in French and representative of various academic disciplines.

FREN 6310 - Francophone Civilization
  (3 /0/ 3)   The focus of study will be on literary works (poetry, novels, short stories) written mostly by Francophone writers from diverse horizons. This course will introduce students to the cultural diversity of Francophone culture and literature and explore the various repercussions of French language on local cultures and ways of life.

FREN 6320 - French Civilization and Culture
  (3 /0/ 3)   A study of the evolution of French culture and civilization from past to present through an exploration of France's major, historical, artistic, and social development.

FREN 6785 - Special Topics in French
  (3 /0/ 3)   Approved readings, reports, and/or directed Study Abroad.

Geography

GEOG 5049 - The Economic Geography of Resources
  (3 /0/ 3)   This course combines human and physical approaches to geographical analysis, and considers the economic geography of resource activities with special emphasis upon oil and mineral extraction, forestry, fishing and agriculture.

GEOG 5053 - EIS and Environmental Planning
  (3 /0/ 3)   A survey of practical and legal aspects of rural environmental impact statements. Also an analysis of decision-making methods as applied to environmental planning.

GEOG 5086 - Internship
  (0 /3/ 3)

GEOG 5103 - Geography of Soils and Water
  (3 /0/ 3)   A survey of water and soil resources including process formation and the distributional characteristics of water features and soil types.

GEOG 5551 - Introduction to GIS and Mapping Science
  (3 /0/ 3)   An introduction to GIS, mapping and geospatial sciences. Topics include introductory GIS, map projections, land partitioning systems, map reading, map analysis, GPS, map making, aerial photography, and remote sensing. This course will guide students to GIS, mapping sciences and emerging geospatial technologies.

GEOG 5553 - Geographic Information Systems
  (2 /2/ 4)   An introduction to the use of Geographic Information Systems, including GIS theory, data input, spatial analysis, and final output. Project required.

GEOG 5554 - Computer Cartography
  (4 /0/ 4)   Instruction and practice in the technique of computer- assisted map design and production. Students will design various digital maps with GIS datasets and images. Project required.

GEOG 5562 - Airphoto Interpretation and Photogrammetry
  (4 /0/ 4)   Study on air photo interpretation and photogrammetry. Topics include digital airphotos, correcting airphoto distortions, othophoto generation, stereoscopy and DEM generation, airphoto interpretation techniques, and mapping with airphotos. Project required.

GEOG 5563 - Remote Sensing
  (4 /0/ 4)   Remote sensing of land, ocean, and atmosphere, including the response of earth materials to electromagnetic radiation; sensors and systems for earth observations; interpretation of imagery; mapping for environmental assessment, resource exploration, oceanographic, and other applications.

GEOG 5643 - Urban Geography
  (3 /0/ 3)   Topics and concepts which characterize geographical analysis of urban areas, including types, structures, and functions of American cities plus local field research of land use and urban renewal.

GEOG 5700 - Global Environmental Change
  (3 /0/ 3)   An advanced course on the evidence for, and theories of, environmental variability over time.

GEOG 6082 - Directed Problems
  (3 /0/ 3)   Prerequisite: GEOG 5553   Directed research with GIS and/or geospatial technologies.

GEOG 6446 - Special Topics
  (4 /0/ 4)   Prerequisite: GEOG 5553   This course covers special topics to meet contemporary needs of GIS technologies and applications. A range of topics including, but not limited to, environmental GIS, planning GIS, enterprise GIS, LiDAR, Web-GIS, Voluntary GIS, neocartography, or military GIS applications may be taught through this course.

GEOG 6677 - Image Processing
  (3 /2/ 4)   Prerequisite: GEOG 5563   Instruction and practice in the technique of digital image handling and analysis. Students will use airborne and satellite imagery to detect various features and changes. Project required.

GEOG 6753 - Advanced GIS and Spatial Analysis
  (4 /0/ 4)   An advanced course in GIS and geospatial data analysis. Topics include enterprise GIS applications, spatially- enabled RDBMS, advanced issues in GIS, organizational issues, GIS modeling, geostatistics, and contemporary geospatial techniques. Project required.

GEOG 6755 - GIS Database Design
  (4 /0/ 4)   Prerequisite: GEOG 5553   This is an advanced course in GIS databases and enterprise GIS database implementation. It is focused on the creation and administration of GIS databases. It introduces the concepts of database structure and the integration of spatial and attribute data. Topics include metadata creation, database development, querying, and administration.

GEOG 6757 - Programming and Customization in GIS
  (4 /0/ 4)   Prerequisite: GEOG 5553   This is an advanced course in GIS focusing on application development and customization. Programming languages are used to develop GIS applications. In this course students will gain a solid understanding of the fundamentals of customization and programming in a GIS environment.

GEOG 6893 - Practicum in GIS

(4 /0/ 4)   This is an applied practicum that fosters effective use of GIS. Students who successfully complete the course are able to create, manipulate, and manage geographic data to perform analysis tasks, to visualize geographic data, and to use geographic data analyses to support decision making. This course is designed to equip students with skills needed in the geospatial field. At least 16 credit hours from the program of study is required for registration.

GEOG 6895 - Project
 (2 /0/ 2)   This course is for creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses. Students can take up to six (6) credits. At least four (4) credits required for the non-thesis students. At least 23 credit hours from the program of study is required for registration.

GEOG 6993 - Thesis
 (2 /0/ 2)   This course is for thesis writing under the direction of the faculty advisor. Students can take up to six (6) credits. At least four (4) credits required for the thesis option students. At least 23 credit hours from the program of study is required for registration.

GEOG 7053 - Cultural Geography for Teachers
 (3 /0/ 3)   An introduction to the themes, approaches, and techniques of human geography in the context of topics of current concern.

GEOG 7203 - Physical Geography for Teachers
 (3 /0/ 3)   Investigation and discussion of selected geographic concepts related to man's physical environment as they apply to his utilization of earth space.

GEOG 7253 - Meteorology For Teachers
 (3 /0/ 3)   A descriptive approach to the fundamentals of weather processes and elements designed especially for science and non-science teachers. Topics include temperatures, precipitation, pressure, air masses, fronts, clouds, atmospheric optics, and severe weather phenomena.

GEOG 7685 - Remote Sensing for Teachers
 (2 /4/ 4)   Course is an introduction to remote sensing of land, ocean, and atmosphere, including the response of earth materials to electromagnetic radiation; sensors and systems for earth observations; interpretation of imagery; mapping for environmental assessment, resource exploration, oceanographic, and other applications. Teachers will complete a web-based project to access remote sensing imagery and develop age-appropriate learning activities for their class-rooms.

GEOG 7686 - Image Processing for Teachers
 (2 /2/ 4)   Course is an introduction to digital imaging processing techniques, including image enhancement, classification, georeferencing, mosaicking, and change detection. Teachers will use local imagery to develop age- appropriate learning activities for their classrooms.

GEOG 7687 - GIS for Teachers
 (2 /4/ 4)   Course explores the applications of GIS within all areas of social studies, including history, sociology, economics, anthropology, and political science, as well as applications in the fields of biology, earth and environmental sciences.

Geology

GEOL 5003 - Geomorphology
 (3 /0/ 3)   Characteristics, classification, genesis, and evolution of major earth surface features (land forms) and their associations (landscapes). The conceptual framework will involve understanding lithologic, structural, climatic temporal, and process controls. Includes applied aspects of humans as geomorphic agents and geomorphic processes as natural hazards. Topographic map and air photo interpretation will be stressed.

GEOL 5014 - Geochemistry
 (3 /2/ 4)   Chemical realms of the earth and geologic materials, chemistry of geologic processes, geo-chemical cycles, and special topics.

GEOL 5024 - Paleontology
 (3 /2/ 4)   A study of the classification, biology, distribution, and diversity of major invertebrate animals with a fossil record. The course is designed to integrate modern biological concepts as applied to fossil organisms.

Students will study fossil organisms to develop an understanding of the principles of evolution, stratigraphic correlation, and paleoecology.

GEOL 5034 - Sedimentation and Stratigraphy
(3 /2/ 4)   A study of the transportation, deposition, and lithification of sediments. Physical, chemical, and biological factors affecting these processes are evaluated. Sedimentary parameters are investigated by mechanical, paleontological, X-ray, and chemical means to determine their temporal and areal relationships.

GEOL 5044 - Engineering Geology
(3 /2/ 4)   Considerations of the geological processes by which commercial deposits of the major metals, non-metals, and fossil fuel are developed. Includes geologic management practices in mineral resources development.

GEOL 5063 - Plate Tectonics
(3 /0/ 3)   A study of the processes of crustal evolution by plate tectonics. Topics include a brief review of geophysical techniques, discussions of plate tectonics and sea floor spreading, and a survey of mountain building processes through time.

GEOL 5074 - Regional Applications of Field Geology
(0 /8/ 4)   An intense, four-week field excursion which provides a variety of field-oriented applications of major geologic principles. This course includes both regional syntheses of geological data and in-depth analysis of specific geological features and areas.

GEOL 5082 - Geological Problems
(0 /1.0 - 3.0/ 1.0 - 3.0)   Detailed assignments in specific areas of geology. Satisfies deficiencies or permits in-depth pursuit of the student's research interests in particular geological topics. Title to be supplied at time of offering.

GEOL 5083 - Geological Problems
(0 /1.0 - 3.0/ 1.0 - 3.0)   Detailed assignments in specific areas of geology. Satisfies deficiencies or permits in-depth pursuit of the student's research interests in particular geological topics. Title to be supplied at the time of offering.

GEOL 5985 - Selected Topics in Geology
(3.0 - 4.0 /0/ 3.0 - 4.0)   Title and description of course to be specified at time of offering. May be repeated for credit.

GEOL 7004 - Earth Science for Secondary Science Teachers
(3.0 - 4.0 /0/ 3.0 - 4.0)   This course is designed for secondary science teachers with little or no formal background in the earth sciences. Major concepts in the earth science will be developed. Field and laboratory investigations will be emphasized.

GEOL 7013 - History of Life
(3 /0/ 3)   This course provides fundamental information about the history of life on Earth, and assists students in discovering and developing resources for teaching this topic to K-12 students. This course will examine the fossil record, evolution, and the history of life on this planet.

GEOL 7154 - Earth Science for Elementary Teachers
(3.0 - 4.0 /0/ 3.0 - 4.0)   An introduction to the basic principles of Earth Science designed to provide teachers with insights into the interrelationships between geological processes, earth materials, sea floors, and climates. Field experience is included.

GEOL 7203 - Oceanography for Teachers
(3 /0/ 3)   Presents fundamental principles, concepts, and information about the oceans for science and non-science teachers. Emphasis will be placed on development of teaching tools for application in the classroom.

GEOL 7584 - Selected Topics for Elementary Teachers
(3.0 - 4.0 /0/ 3.0 - 4.0)   Study in any of the several branches of natural science. Credit allowable only for students enrolled in graduate programs in Education. May be repeated for credit.

GEOL 7594 - Selected Topics for Secondary Teachers

(3.0 - 4.0 /1.0 - 4.0/ 3.0 - 4.0)   Study in any of the several branches of natural science. Credit allowable only for students enrolled in graduate programs in Education. May be repeated for credit.

German

GRMN 5300 - German Civilization
 (3 /0/ 3)   Taught in English. Recommended for teachers or other students interested in an area of study. Also serves graduate students in some M.A. programs as a foreign language alternative.

GRMN 5501 - Foreign Language Teaching in Elementary Schools
 (3 /0/ 3)   This course is designed for students seeking a degree in Foreign Language Education. The objective is to prepare qualified foreign language teachers for elementary school. This course treats the principles of foreign language methodology applied to elementary school teaching, and includes class observations, planning of instruction, and field experience.

GRMN 6050 - The Holocaust in German Literature and Film
 (3 /0/ 3)   An in-depth analysis of literary and filmic texts about the Holocaust. The focus will be on whether works that are essentially propaganda and that perpetuate and valorize the antisemitic ideology promulgated by Hitler can at all be called 'literary and artistic.' The place of the Holocaust in U.S. culture will also be analyzed.

GRMN 6100 - Women in 20th Century Germany
 (3 /0/ 3)   This course focuses on the changing roles of women in Germany between 1880 and the present day. Students will study German history, the representation of women in German film and literature, and the literary, filmic, and intellectual contributions women themselves have made to German Culture in several spheres: politics, literature, film, music, and art.

GRMN 6111 - History of German Film
 (3 /0/ 3)   A survey of German Film from the early silent films to the present. Students will examine German culture and history through film. Special emphasis is placed on understanding and analyzing ideological, historical, and cultural processes that films both initiate and reflect.

GRMN 6170 - Advanced Language Skills
 (3 /0/ 3)   Emphasizes final mastery of basic structures and development of the speaker's ability to understand and correctly use more complicated ones. Students will read more extensive and more difficult texts and integrate some of the features in them into their own writing and speaking.

GRMN 6785 - Topics in German Studies
 (3 /0/ 3)   This course will have variable content and may also be used for guided individual student readings and projects. It could focus on an author (Thomas Mann, Franz Kafka), period (20th-century, Weimar, post-war), filmmaker (Rainer Fassbinder, Tom Tykwer), a literary or filmic movement (New German Cinema, Expressionism), or a theme (the outsider, ambiguity, violence). Such courses are typically informed by individual faculty specialty or current research interest and so offer students potential access to professional-level skills and methods. This course may be taken multiple times under different names.

History

HIST 4310 - Comparative Slavery and Emancipation
 (3 // 3)   Prerequisite: HIST 1111 or HIST 1112, HIST 2111 or HIST 2112
This course takes a comparative approach to the history of trans-Atlantic slavery and emancipation as it developed in different regions and social contexts in the Atlantic World from the 15th through 19th centuries.

HIST 5230 - War, State, and Society in Early Modern Europe
 (3 /0/ 3)   A M.A. level introduction to the major approaches and arguments regarding military, social, and political developments in Europe, 1400s to 1700s.

HIST 5250 - The First World War
 (3 /0/ 3)   Examines the political, economic, social, cultural, and military history of what George Kennan called the seminal catastrophe of the twentieth century.

HIST 5285 - Special Topics in European History
 (3 /0/ 3)   Courses on topics in European history not usually offered by the department.

HIST 5310 - Comparative Slavery and Emancipation
  (3 // 3)   This course takes a comparative approach to the history of trans-Atlantic slavery and emancipation as it developed in different regions and social contexts in the Atlantic World from the 15th through 19th centuries.

HIST 5385 - Special Topics in World History
  (3 /0/ 3)   Courses on topics in world history not usually offered by the department.

HIST 5400 - Introduction to Public History
  (3 /0/ 3)   An examination of the development, philosophies and activities in the field of public history and the ethical issues which public historians face.

HIST 5401 - Theory and Practice of Oral History
  (3 /0/ 3)   An examination of the philosophy, ethics and practice of oral history, with specific training in interview and transcription techniques, and the use of oral history in historical research and analysis.

HIST 5402 - Introduction to Archival Theory and Practice
  (3 /0/ 3)   An introduction to the principles of archival theory and management from appraisal and acquisitions through arrangement, description, preservation and public access. Includes a practicum experience.

HIST 5403 - Introduction to Museum Studies
  (3 /0/ 3)   An introduction to the philosophy, theory and practice of museum work and a survey of various functions of a museum, including collections, research, education and interpretation, exhibits, and administration.

HIST 5404 - History of American Architecture
  (3 /0/ 3)   A survey of American architecture in its social and cultural context form colonial America through the present day.

HIST 5411 - European Renaissance in Global Perspective
  (3 /0/ 3)   Europe in the early modern era, focusing on the cultural and political history of the Renaissance, the development of overseas empires and the evolution of a scientific world view.

HIST 5412 - The Reformation
  (3 /0/ 3)   The development of the Roman Catholic Christian traditions, seen within the context of 16th century Europe.

HIST 5413 - The Atlantic World, 1450-1800
  (3 /0/ 3)   A transnational perspective emphasizing connections between Europe, Africa, and the Americas from the period of European maritime exploration to the age of revolution. Topics include the expansion of empires and the mercantile capitalism, slavery and the trans-Atlantic slave trade, and interactions between Europeans, Africans and Native Americans.

HIST 5417 - 19th Century Europe, 1789-1914
  (3 /0/ 3)   This course will survey European social, cultural, and political history from 1789 to 1914. It will consider how men and women of different classes and cultures experienced and understood Europe's lurch into modernity.

HIST 5418 - 20th Century Europe
  (3 /0/ 3)   A study of the political and social history of Europe in the 20th century with emphasis on the continuity of events and their interrelation.

HIST 5419 - The Cold War
  (3 /0/ 3)   A political and social survey of the origins of the Cold War, its development and conclusion.

HIST 5420 - The Holocaust
  (3 /0/ 3)   An analysis of the Holocaust, emphasizing aspects of modern European and Jewish history, the origins of European anti-Semitism, and the varied experiences of camp inmates, resisters, perpetrators, bystanders and liberators.

HIST 5421 - Mexico Since Independence
  (3 /0/ 3)   An introduction to the history of Mexico since independence, with special emphasis on selected political, economic and social themes, including US-Mexican relations.

HIST 5422 - US-Latin American Relations
(3 /0/ 3)   An introduction to the history of relations between Latin America and the United States from 1783 to the present, focusing on the political, economic and social interaction between Americans and Latin Americans.

HIST 5423 - Women and Gender in the Ancient World
(3 /0/ 3)   This course aims to introduce students to the roles of women of all social classes in different periods of Ancient Greece and Rome, as well as the problems of studying women's history in the Greco-Roman world. The course will combine a chronological approach with the thematic one, as each week will focus on women's roles and participation in a specific period and/or sphere of activity, such as religion, politics, the dramatic stage, the family and household, and law.

HIST 5424 - Conflict and Interdependence in South Africa
(3 /0/ 3)   An introduction of the history and historiography of South Africa through selected economic, environmental, social and political themes.

HIST 5430 - The Vietnam War
(3 /0/ 3)   An examination of the historical background, events, and impact of the Vietnam War.

HIST 5432 - The Roman Republic
(3 /0/ 3)   This course combines a chronological approach with a thematic one, in order to address such topics as evolution of the government system, social conflict, religion, the Roman family, and the Roman army over the course of the Roman Republic from the expulsion of the kings to the assassination of Julius Caesar.

HIST 5433 - Introduction to Modern China
(3 /0/ 3)   An introduction to the modernization process within China from 1500, emphasizing East-West conflict and the emergence of the People's Republic of China.

HIST 5436 - French Revolution - Napoleon
(3 /0/ 3)   Europe from 1789-1815, with particular emphasis upon France. A study of the French Revolution as the classic model for modern revolutions.

HIST 5437 - France Since 1815
(3 /0/ 3)   A survey of French history from Napoleon's defeat at Waterloo in 1815 to the present Fifth French Republic. An examination of the role of French influence on European and world cultures over the last two centuries.

HIST 5440 - Modern Germany
(3 /0/ 3)   A political and social study of Germany since unification with heavy emphasis on the 20th century (1871-Present).

HIST 5441 - Modern Ireland: 1780 to Present
(3 /0/ 3)   A political, social, and cultural study of Ireland since 1780 with special emphasis on the evolution of Irish nationalism and Anglo-Irish relations. The roots and history of 'the Troubles' in Northern Ireland will also be explored.

HIST 5443 - Introduction to Modern Japan
(3 /0/ 3)   An introduction to the history of Japan, emphasizing the nineteenth and twentieth centuries, Japanese immigration to the United States, and Japanese-American relations.

HIST 5446 - Soviet Russia
(3 /0/ 3)   An analysis of Soviet history from the October Revolution of 1917 to the collapse of the Soviet Union in 1991, with an emphasis on Stalinism and post-Stalin developments.

HIST 5451 - Colonial America, 1492-1763
(3 /0/ 3)   The history of early America, from the Age of Discovery through the establishment and growth of England's New World colonies, with emphasis on the evolution of American society and culture.

HIST 5452 - American Revolution, 1763-1783
(3 /0/ 3)   A study of the origin of America's break with Great Britain, with emphasis on the causes of the Revolution, the course of the War of Independence, and the establishment of the new nation's political, social and cultural institutions.

HIST 5453 - The New American Republic, 1783-1815
  (3 /0/ 3)   The political, diplomatic, economic and social history of the United States from the end of the American Revolution through the War of 1812.

HIST 5454 - Jacksonian America, 1815-1848
  (3 /0/ 3)   American history from the end of the War of 1812 to the Mexican War, with emphasis on politics and society. Western expansion also will be emphasized.

HIST 5455 - Civil War and Reconstruction
  (3 /0/ 3)   American history from the end of the Mexican War to the Compromise of 1877, with special attention to the political, military and social history of the Civil War.

HIST 5461 - Environmental History
  (3 /0/ 3)   A study of American understanding of ecology, wilderness, resource usage, conservation, agriculture, technology, and natural hazards from colonial times to the present.

HIST 5463 - American Military History
  (3 /0/ 3)   This history of American warfare from the colonial conflicts through the wars of the 20th century, with emphasis on society's impact on warfare and warfare's impact on American society.

HIST 5464 - American Sports History
  (3 /0/ 3)   Traces the history of the development of American sports from the Colonial period to the present with emphasis on the social, cultural, economic, and political factors that influences American society.

HIST 5465 - U.S. Society and Culture to 1865
  (3 /0/ 3)   Examines the most important social and cultural trends in America from the colonial period to the end of the Civil War

HIST 5466 - U.S. Society and Culture Since 1865
  (3 /0/ 3)   Examines the most important social and cultural trends in the US since the Civil War.

HIST 5467 - Women in American History to 1890
  (3 /0/ 3)   An examination of the diverse experiences of women and their impact on American History up to 1877.

HIST 5468 - Women in American History Since 1890
  (3 /0/ 3)   An examination of the various experiences of women and their impact on the history of the United States since 1877.

HIST 5469 - The Civil Rights Movement
  (3 /0/ 3)   The history of the Civil Rights Movement with emphasis on major leaders, organizations, and events in the twentieth century black freedom struggle.

HIST 5471 - The Gilded Age and Progressive Era, 1877-1920
  (3 /0/ 3)   Explores the social, political, cultural, economic, and diplomatic history of the U.S. from the end of Reconstruction to the aftermath of World War I.

HIST 5472 - The Rise of Modern America, 1920-1945
  (3 /0/ 3)   Explores the social, political, cultural, economic, and diplomatic history of the U.S. from the end of World War I to the end of World War II.

HIST 5473 - Recent America: The U.S. Since World War II
  (3 /0/ 3)   Explores the social, political, cultural, economic, and diplomatic history of the U.S. in the second half of the twentieth century.

HIST 5474 - History of Georgia
  (3 /0/ 3)   A survey of Georgia history from prehistory to the present, emphasizing politics and society.

HIST 5475 - Southern Families and Communities
  (3 /0/ 3)   A study of the approaches to researching and analyzing the history of the varied families and communities in southern history.

HIST 5476 - The Old South
  (3 /0/ 3)   A study of the American South from the Colonial Period through the Reconstruction with special attention on nineteenth century politics and society. Ideas and events leading to secession and Civil War are particularly emphasized.

HIST 5477 - The New South
  (3 /0/ 3)   A study of the American South since 1865 including the interaction of economic, political, social and cultural factors, especially in the context of struggles in rural and urban communities and in the textile industry.

HIST 5478 - American Religion to 1800
  (3 /0/ 3)   A study of the history of American religious beliefs, practices, and influences on American society, from its colonial settlement to 1800.

HIST 5479 - American Religion Since 1800
  (3 /0/ 3)   A study of the history of American religious beliefs and practices, and religion's influence on American society, from 1800 to present.

HIST 5485 - Special Topics
  (3 /0/ 3)   Courses on topics not usually offered by the department.

HIST 5505 - American Foreign Policy since 1898
  (3 /0/ 3)   This course is designed as a graduate reading course in American foreign policy. This course will discuss the foreign policy process, the history of American foreign policy and its traditions since 1898, and a variety of approaches to understanding foreign policy. The goal of the course is to provide students with the theoretical and analytical tools needed to understand the history and current processes of American foreign policy. The course will incorporate current events in American foreign policy, as well as historical discussion, as a means of demonstrating the academic concepts of the course in practice.

HIST 6201 - Archives Arrangement Practicum
  (0 /0/ 3)   Advanced training in arranging, describing and processing archival collections for graduate students interested in archives work.

HIST 6202 - Theory and Method of Material Culture Studies
  (3 /0/ 3)   Examines methods and theories for studying material culture from an interdisciplinary perspective, analyzing what material culture reveals about the culture and society in which it was created with an emphasis on America. Required for Museum Studies Certificate.

HIST 6203 - Studies and Research Methods in American Folklife
  (3 /0/ 3)   An examination of the traditional, expressive, shared culture of various groups in the United States through its history, emphasizing analysis of regional folklife traditions and folklife research and fieldwork methods.

HIST 6283 - Continuing Research
  (0 /1/ 1)   This course is for students completing degree requirements who will be using staff time or University facilities and for whom no regular course is appropriate.

HIST 6301 - Administration of Museums and Historic Sites
  (3 /0/ 3)   Study of administrative functions: governance, financing, grant-writing, public relations, marketing, human resources, accreditation, and museum law and ethics. Taught in association with Atlanta History Center.

HIST 6302 - Collections Management in Museums
  (3 /0/ 3)   An examination of the processes by which a museum manages it collection. Taught in association with Atlanta History Center and involves a practicum experience.

HIST 6303 - Education and Interpretation at Museums
  (3 /0/ 3)   Studies include interpretative principles and techniques, school programs, adult and community programs, staffing, marketing and other programming logistics. Taught in association with Atlanta History Center.

HIST 6304 - Exhibits at Museums and Historic Sites

(3 /0/ 3)   An examination of how museums create exhibits using various interpretive techniques, from planning and research through exhibit design, display techniques, script-writing and installation. Taught in association with Atlanta History Center.

HIST 6481 - Independent Study
  (0 /0/ 1.0 - 3.0)   Individual study with the instructor taken by majors with permission of chair and instructor on a topic not regularly offered by the dept. May involve a research paper, field research or reading and discussion.

HIST 6486 - Public History Internship
  (0 /0/ 3)   Experience in applying history in a museum, historical society, archive, historic preservation agency, or other public history setting. Students must maintain a journal develop a portfolio of their work.

HIST 6684 - Historiography
  (3 /0/ 3)   Historiography, or the historian's craft, is an introduction to the history of historical thought from its emergence in the classical world to the present. The course will cover many of the major historigraphical schools and ideas that have developed over time. Student will study the tools and methods of various historians, how they formulate hypotheses from gathering of information, and how different historians write about the same era or subjects. Required of all M.A. history graduates.

HIST 6685 - Special Problems
  (0 /1.0 - 6.0/ 1.0 - 6.0)   Assignments by major professors which could involve special lectures, research and readings. Approval of major professor and department chair needed before enrolling.

HIST 6686 - Topics in European History
  (3 /0/ 3)   A seminar class with specific titles announced at time of offering. Transcript entries carry different nomenclatures to correspond to material taught. Seminars will vary according to topic and the specialty of the professor offering the course.

HIST 6687 - Topics in United States History
  (3 /0/ 3)   A seminar class with specific titles announced at time of its offering. Transcript entries carry different nomenclatures to correspond to material taught. Seminars will vary according to topic and the specialty of the professor offering the course.

HIST 6688 - Topics in Latin American History
  (3 /0/ 3)   A seminar course with specific titles announced each term. Transcript entries carry different nomenclatures to correspond to the materials taught.

HIST 6689 - Topics in Georgia History
  (3 /0/ 3)   A seminar class with specific titles announced at time of offering. Transcript entries carry different nomenclatures to correspond to material taught. Seminar will vary according to topic and the specialty of the professor offering the course.

HIST 6694 - Historical Methods & Writing
  (3 /0/ 3)   Prerequisite: HIST 6684
This course builds on the process begun in HIST 6684 (Historiography) in training students to think, research, and write as professional historians. Students will learn to carry out advanced, original research using primary sources; incorporate historiography into their own work; and write effectively for an academic audience. Required of all M.A. history graduates.

HIST 6699 - Thesis
  (3 /0/ 3)   Thesis.

Interdisciplinary

XIDS 5100 - Writing Across the Curriculum
  (2 /2/ 3)   Prerequisite: ENGL 1102 with a minimum grade of C or EX X
A cross-disciplinary, experiential approach to the study of Writing Across the Curriculum theory within a career-related setting that is writing-, editing-, tutoring-, and/or teaching-intensive.

Management

MGNT 5625 - International Management
   (3 /0/ 3)   International operations of American firms, impact of international competition in the domestic market; organization for international production, marketing, financing, international markets, resources, institutions, managerial problems arising out of governmental relations.

MGNT 5626 - Women and Work
   (3 /0/ 3)   A course designed to familiarize students with the history of women and work, the present role of women in the workplace, and current issues affecting working women; and to develop in students skills and strategies for dealing with issues related to women and work. Same as SOCI 5103.

MGNT 5630 - Dispute Resolution in Contemporary Organizations
   (3 /0/ 3)   Analysis of the causes and consequences of conflicts in and among organizations with strategies and processes for their effective resolution. The course will cover the sources of organizational conflicts, strategies for conflict avoidance, approaches for conflict resolution, and traditional and alternative dispute resolution methods.

MGNT 5681 - Compensation Management
   (2 /2/ 3)   This course will teach economic concepts and legislative requirements relating to compensation concepts and practices. Students will learn the concepts and procedures for developing and administering a compensation program.

MGNT 6604 - Production and Operations Management Fundamentals with Quantitative Applications
   (3 /0/ 3)   An examination of the qualitative and quantitative fundamentals of Production/Operations management which provides a foundation for application of quantitative techniques.

MGNT 6611 - Business and Society
   (3 /0/ 3)   A study of the relationship between business and society, including the role of social responsibility and responsiveness in determining corporate objectives, analysis of business/societal issues in varying arenas, and development of managerial skills in dealing with business/societal issues.

MGNT 6670 - Organizational Theory and Behavior
   (3 /0/ 3)   A managerial examination of the behavioral and structural factors affecting performance of organizations including study of fundamentals, individual and group concerns, organizational processes with emphasis on current issues.

MGNT 6672 - Theory and Philosophy of Management
   (3 /0/ 3)   An examination of the practice of management, past, present, and future, with emphasis on contemporary challenges.

MGNT 6681 - Strategic, Ethical, and Global Management
   (3 /0/ 3)   Prerequisite: MKTG 6815 and FINC 6532   A study of total enterprise at the executive level applying a set of decisions and actions which result in the formulation and implementation of plans strategies that achieve the mission and goals of the enterprise with special consideration of the effects of globalization, ethics, and corporate accountability. This course must be taken in the final semester of study or with permission of the department chair.

MGNT 6683 - Research in Business
   (3 /0/ 3)   An overview of the research process-selecting and defining problems, building research designs, developing sources of information, date-gathering techniques, and writing various forms of reports.

MGNT 6685 - Special Problems in Business
   (3 /0/ 3)   In-depth, supervised individual study of one or more current business problems in a business organization.

Management Information Systems

CISM 5330 - Enterprise Architecture
   (3 /0/ 3)   Successful organizations use Enterprise Architecture (EA) as a business strategy. EA is the organizing structure for business processes and IT infrastructure. Top performing organizations know how to design their business processes and IT infrastructure for success of their current operations, and the most successful companies know how to expand their EA to enable innovation and to seize a competitive advantage for the future. This course will introduce students to how EA is used as a business strategy and a business

enabler. A final research project will include design thinking methods and the use of SAP enterprise systems design tools to extend an organization's EA.

CISM 5355 - Cyber Security
(3 /0/ 3)   Business and government are facing a rapidly expanding need for information security managers. This course surveys information security program design, networking and application security, the implementation of information security safeguards and information security auditing, disaster recovery, policy development, identity management, and effective threat assessment.

CISM 5390 - Business Intelligence and Data Mining
(3 /0/ 3)   This course will teach the fundamental concepts of business intelligence and several data mining software tools (SAS Enterprise Miner and SAS Visual Analytics) that enable organizations to strive for business intelligence. The course will be hands-on and the emphasis will be placed on learning how to derive business value from large amounts of data using data mining tools. Students also explore issues and trends in data mining and visualization.

CISM 6331 - Strategic Management of Information Technology
(3 /0/ 3)   Prerequisite: CISM 3330
Focuses on information technology and systems from a general management perspective. Discusses management of the systems development process, the organizational cycle of information, technology, planning, evaluation, selection, and strategic uses of information technology. Includes frequent discussions of industry case studies.

Marketing

MKTG 5805 - Sales Management
(3 /0/ 3)   Sales management is a course designed to teach prospective managers the skills of salesperson management. Topics include motivating, controlling and evaluating salespersons for results. Trends and recent developments in sales management will also be covered.

MKTG 5808 - Marketing Information Systems and Research
(3 /0/ 3)   Design to meet the rapidly emerging need in marketing for a systematic approach to information collection, retrieval, and analysis as the basis for marketing decision-making. Includes the research process, primary data collection and analysis, and secondary sources of data including the internet/world wide web and online sources. Marketing Information Systems, Decision Support Systems and the internet are also examined.

MKTG 5810 - Social Media and Online Marketing
(3 /0/ 3)   Prerequisite: MKTG 3803
This course will examine the impact of social media and the internet on marketing strategy. Topics will include an exploration of social media technologies and applications such as Facebook, blogs, Twitter, wikis, YouTube, etc. Students will learn how to develop an online presence, leverage these technologies and use the power and impact of Web 2.0 in implementing successful marketing strategies.

MKTG 5818 - Business Web Design
(3 /0/ 3)   Going beyond the technical aspects of web development, students will learn concepts related to planning, developing, managing, and implementing business web sites by studying Web usability, multimedia, and Web 2.0 applications.

MKTG 5831 - Business-to-Business Marketing
(3 /0/ 3)   Focused study of marketing to intermediate customers in the manufacturing and services industries. Topics include interorganization conflict resolutions, developing synergies and relationships, and organizing for effective marketing effort.

MKTG 5864 - Consumer Behavior
(3 /0/ 3)   A comprehensive analysis of the factors in human behavior which influence the choice and the use of products and services.

MKTG 5866 - International Marketing
(3 /0/ 3)   MKTG 3803. The focus of this course will be on the new international trade agreements/treaties/organizations, and adapting marketing strategy that is based upon this information.

MKTG 5868 - Marketing Metrics

(3 /0/ 3)   The Marketing Metrics Course will provide students with a methodology to measure and track marketing performance. The course has three primary objectives: Learn and understand key marketing metrics; Employ Microsoft Excel to analyze a firm's marketing performance through marketing metrics; Use the resulting analysis to make optimal marketing decisions.

MKTG 6815 - Marketing Strategy
  (3 /0/ 3)   A high level managerial decision making course that emphasizes analysis, planning, implementation, and control of marketing programs in a competitive environment. The case method and/or computer simulations is the integrative elements on the course.

MKTG 6820 - International Business Strategy
  (3 /0/ 3)   The international business strategy course will cover each traditional functional area of an organization as it applies to doing business across country boundaries. The functional areas addressed will include Finance, Accounting, Production, Human Resources Management, Marketing, and Technology Management. Students will learn to analyze international business situations and risks, and to develop successful international strategies based on such analysis.

MKTG 6833 - Sustainable Business Development
  (3 /0/ 3)   Prerequisite: students will learn about alternative enterprise models and the effect of value-producing sustainable business practices in both local and global business settings. "This is an advanced business course in sustainability. It examines sustainability concepts in various businesses and industries. Students will explore the challenges and opportunities that businesses face when becoming greener" and integrating sustainability practices throughout the supply chain. In addition

MKTG 6850 - Analytical Methods in Marketing
  (3 /0/ 3)   Prerequisite: MKTG 3808
Designed to meet the rapidly growing need for a systematic approach to data analysis. Analytical methods used include an understanding of the more commonly-used statistical methods and the use of SPSS - a software package which is helpful in the analysis of marketing data. Skill sets developed include the processing, analysis, and interpretation of data and information, and presentation of the results orally and in writing.

MKTG 6860 - Advanced Marketing Research
  (3 /0/ 3)   Prerequisite: MKTG 5808 with a minimum grade of C or MKT 608 with a minimum grade of C
Advanced topics in Marketing Research including design and analytic methods.

MKTG 6881 - Independent Study in Marketing
  (3 /0/ 3)   In-depth supervised individual study of one or more current marketing problems of business organization.

Mathematics

MATH 5003 - Dynamical Systems
  (3 /0/ 3)   A computational introduction to dynamical systems. Topics include discrete and continuous systems, bifurcations, stability, and chaos: Julia and Mandelrot sets, applications, to biology and physics.

MATH 5013 - Numerical Analysis
  (3 /0/ 3)   The practices and pitfalls of numerical computation. Topics include floating point representations; precision, accuracy, and error; numerical solution techniques for various types of problems; root finding, interpolation, differentiation, integration, systems of linear and ordinary differentiation equations.

MATH 5014 - Scientific Computing
  (4 /0/ 4)   Prerequisite: MATH 2644 and MATH 2853, or permission of instructor
The goal of this course is to expose students to Computer Algebra Systems (CAS), such as Maple and Mathematica, and their various applications in teaching concepts in Algebra and Calculus in high schools. It also covers basic numerical methods found in the course Math 4013.

MATH 5043 - Number Theory
  (3 /0/ 3)   An in-depth study of selected topics in number theory.

MATH 5103 - Operations Research

(3 /0/ 3)   An introduction to linear and nonlinear programming. Topics include the formulation of linear programming models: the simplex method, duality and sensitivity; integer programming, the use of spreadsheets and software applications to solve constrained optimization problems.

MATH 5113 - Technology Orientation Survey of Statistics
  (3 /0/ 3)   Course includes a review of basic statistical concepts as well as coverage of topics such as analysis of variance and regression. Assignments will be technology oriented with specific emphasis on the statistical package Minitab.

MATH 5153 - Applied Mathematical Modeling
  (3 /0/ 3)   An introduction to the creation and use of mathematical models. Mathematical techniques will be developed and applied to real systems in areas including chemistry, biology, physics and economics. Students will be expected to make written and oral presentations in a professional manner. This course will emphasize the creation and testing of models and discussions of errors and forecasting. Students will work on projects singly and as part of a group. Same as CSC 6153.

MATH 5180 - Math for Mid Sch Teachers
  (3 /0/ 3)   Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

MATH 5203 - Mathematical Probability
  (3 /0/ 3)   A calculus based statistics course with a strong emphasis on probability theory. Exercises are both discrete and continuous probability distributions such as the Binomial, Geometric, Hypergeometric, Poisson, Normal, Beta and Gamma. The course provides the underlying theory and mathematically derived techniques of Statistics.

MATH 5213 - Mathematical Statistics
  (3 /0/ 3)   A continuation of MAT 4203 including sampling distributions, estimation, hypothesis testing, regression, analysis of variance and nonparametric tests.

MATH 5233 - College Geometry
  (3 /0/ 3)   An introduction to Euclidean and non-Euclidean geometries developed with the study of constructions, transformations, applications, and the rigorous proving of theorems.

MATH 5234 - College Geometry
  (4 /0/ 4)   An introduction to Euclidean and non-Euclidean geometries developed with the study of constructions, transformations, applications, and the rigorous proving of theorems.

MATH 5253 - Real Analysis
  (3 /0/ 3)   An introduction to measure theory and integration. Topics include metric spaces, measure and integration, elementary functional analysis, and function spaces.

MATH 5313 - Advanced Ordinary Differential Equations
  (3 /0/ 3)   Advanced topics in the theory of ordinary differential equations. Topics include existence theory, linear systems, phase plane analysis, asymptotic behavior of solutions, stability of linear systems, Lyapounov's second method and applications.

MATH 5353 - Complex Analysis
  (3 /0/ 3)   A study of the theory of complex functions and their applications, including analytic and elementary functions; derivatives and integrals; The Cauchy Integral Theorem and contour integration; Laurent series; the theory of residues; conformal mapping; and applications.

MATH 5363 - Partial Differential Equations
  (3 /0/ 3)   Classical methods used in partial differential equations. Topics include data propagating along characteristics, classification of systems of the first order equation, the method of transforms and separation of variables, and typical applications of the wave and heat equations.

MATH 5413 - Abstract Algebra I
  (3 /0/ 3)   The first of a two-course, in-depth, rigorous study in topics in the theory of groups, rings, and fields.

MATH 5423 - Abstract Algebra II
  (3 /0/ 3)   A continuation of MATH 5413. Topics include linear groups, group representations, rings, factorization, modules, fields, and Galois Theory.

MATH 5473 - Combinatorics
  (3 /0/ 3)   An introduction to combinatorics. Topics include the pigeonhole principle, combinations, permutations, distributions, generating functions, recurrence relations, and inclusion-exclusion.

MATH 5483 - Graph Theory
  (3 /0/ 3)   An introduction to the fundamental concepts of graph theory. Topics include isomorphisms, Euler graphs, Hamiltonian graphs, graph colorings, trees, networks, planarity.

MATH 5513 - Linear Algebra I
  (3 /0/ 3)   The first course in a comprehensive, theoretically-oriented, two-course sequence in linear algebra. Topics include abstract vector spaces, subspaces, linear transformations, determinants, and elementary canonical forms.

MATH 5523 - Linear Algebra II
  (3 /0/ 3)   A continuation of MATH 5513. Topics include rational and Jordan forms, inner product spaces, operators on inner product spaces, and bilinear forms.

MATH 5613 - Introduction to Topology
  (3 /0/ 3)   An elementary but rigorous study of the topology of the real line and plane and an introduction to general topological spaces and metric spaces. Emphasis placed on the properties of closure, compactness, and connectedness.

MATH 5653 - Problem solving 1: Counting and Combinatorics
  (3 // 3)   Prerequisite: MATH 3003 or MATH 3243
The goal of this course is to expose students to middle and high school mathematics contest problems and to help them discover efficient problem solving strategies. After students learn the basic results and tools in a particular topic, they are invited to solve typical problems, where hints will be provided by the instructor as needs be. Students will gradually be introduced to various classical mathematical problem-solving strategies.

MATH 5803 - Analysis of Variance
  (3 /0/ 3)   This course involves a thorough examination of the analysis of variance statistical method including hypotheses tests, interval estimation, and multiple comparison techniques of both single-factor and two-factor models. Extensive use of a statistical computer package, Minitab, will be a necessary part of the course.

MATH 5813 - Regression Analysis
  (3 /0/ 3)   This course involves a thorough examination of both simple linear regression models and multivariate models. The course requires extensive use of statistical software for confidence intervals, statistical tests, statistical plots, and model diagnostics.

MATH 5823 - Applied Experimental Design
  (3 /0/ 3)   This course provides an introduction to design and analysis of planned experiments. Topics will include one and two-way designs; completely randomized designs, randomized block designs, Latin square, and factorial designs. Use of technology will be an integral part of this course.

MATH 5833 - Applied Nonparametric Statistics
  (3 /0/ 3)   This course will involve the study of several nonparametric tests including the Runs test, Wilcoxon signed rank and rank sum test, Kruskal, Wallis and Friedman F test. These tests will include applications in the biological sciences, engineering, and business areas. A statistical software package will be used to facilitate these tests.

MATH 5843 - Introduction to Sampling
  (3 /0/ 3)   This course will consider applied principles and approaches for conducting a sample survey, designing a survey, and analyzing a survey.

MATH 5885 - Special Topics in Applied Statistics
  (3 /0/ 3)   This course will be taught from a variety of statistical topics such as statistical quality control, applied time series, game theory, etc.

MATH 5985 - Special Topics in Mathematics
  (1.0 - 3.0 /1.0 - 3.0/ 1.0 - 3.0)   Courses in selected areas upon demand. Titles will be specified at time of offering.

MATH 6003 - Dynamical Systems and Applications
  (3 /0/ 3)   Prerequisite: MATH 3303 and MATH 2654
Topics included linear dynamical systems and stability of linear systems, generation of dynamical systems by systems of ODE, local theory of dynamical systems, bifurcation theory, and applications.

MATH 6043 - Topics in Number Theory
  (3 /0/ 3)   Prerequisite: MATH 3003
Topics include divisibility, congruences, Quadratic reciprocity and Quadratic forms, number theory functions, Diophantine equations, Farey fractions and irrational numbers, continued fractions, primes and multiplicative number theory and the Partition Functions.

MATH 6103 - Discrete Optimization
  (3 /0/ 3)   Prerequisite: MATH 2853 or MATH 4483
Topics include discrete optimization problems, simplex algorithms, complexity, matching and weighted matching, spanning trees, matroid theory, integer linear programming, approximation algorithms, branch-and-bound, and local search and polyhedral theory.

MATH 6203 - Applied Probability
  (3 /0/ 3)   Prerequisite: MATH 1634 and MATH 2063 or MATH 4203
Topics include probability counting methods, discrete and continuous random variables and their distributions, expected value, sampling distributions, Central Limit Theorem, and normal approximation to the binomial.

MATH 6213 - Statistical Methods
  (3 /0/ 3)   Prerequisite: MATH 4203 or MATH 6203
This course will include the following topics: estimation, confidence intervals, hypothesis tests, nonparametric tests, analysis of variance, and regression.

MATH 6233 - Geometry
  (3 /0/ 3)   Prerequisite: MATH 3003 and MATH 2853
An introduction to Euclidean and non-Euclidean geometries developed with the study of constructions, transformations, applications, and the rigorous proving of theorems.

MATH 6253 - Mathematical Analysis I
  (3 /0/ 3)   Prerequisite: MATH 3243
Topics include the Real and Complex number systems, basic topological properties, numerical sequences and series, continuity of functions, the Riemann-Stieltjes Integral, sequences and series of functions, and the Lebesque Theory.

MATH 6263 - Mathematical Analysis II
  (3 /0/ 3)   Prerequisite: MATH 6253
Topics include metric spaces, topological spaces, compact spaces, Banach spaces, measure and integration, measure and outer measure, the Daniell Integral, and measure and topology.

MATH 6303 - Introduction to Mathematical Control Theory
  (3 /0/ 3)   Prerequisite: MATH 2654 and MATH 2853
Topics include discrete-time and continuous-time systems, reachability and controllability, feedback and stabilization, and outputs.

MATH 6363 - Partial Differential Equations
  (3 /0/ 3)   Prerequisite: MATH 3303 and MATH 3243
Classical methods used in partial differential equations. Topics include data propagating along characteristics, classifications of systems of the first order equation, the method of transforms and separation of variables, and typical applications of the wave and heat equations.

MATH 6403 - Signal Processing
  (3 /0/ 3)   Prerequisite: MATH 3243
Topics include Fourier Transforms, Fourier series, Fast Fourier Transforms, Fast Fourier Transforms, FFT, filtering, sampling, and digital signal processing.

MATH 6413 - Advanced Modern Algebra I
  (3 /0/ 3)   Prerequisite: MATH 4413

Topics include introduction to groups, subgroups, quotient group and homomorphisms, group actions, direct and semidirect products and Abelian groups, and further topics in Group Theory.

MATH 6423 - Advanced Modern Algebra II
 (3 /0/ 3)   Prerequisite: MATH 6413
Topics include introduction to rings, Euclidean domains, principle ideal domains and unique factorization domains, polynomial rings, field theory, and Galois Theory.

MATH 6473 - Combinatorial Analysis
 (3 /0/ 3)   Prerequisite: MATH 2853 and MATH 3003
An introduction to combinatorics. Topics include the pigeon hole principle, combinations, permutations, distributions, generating functions, recurring relations, and inclusion-exclusion.

MATH 6483 - Theory of Graphs
 (3 /0/ 3)   Prerequisite: MATH 2853 and MATH 3003
An introduction to the fundamental concepts of graph theory. Topics include isomorphisms, Euler graphs, Hamiltonian graphs, graph colorings, trees, networks, planarity.

MATH 6503 - Numerical Methods in Applied Mathematics
 (3 /0/ 3)   Prerequisite: MATH 2853 and MATH 3303
Topics include norms, floating-point arithmetic and rounding errors, wellposed computations, numerical linear algebra, iterative solutions of nonlinear equations, polynomial interpolation, and numerical differentiation and integration.

MATH 6513 - Applied Linear Algebra
 (3 /0/ 3)   Prerequisite: MATH 2853
Topics include linear equations solving, error analysis and accuracy, linear least square problems, non-symmetric eigenvalue problems, symmetric eigenvalue problems and singular value decomposition, and iterative methods for linear systems.

MATH 6613 - Inverse Problems
 (3 /0/ 3)   Prerequisite: MATH 6253
Topics include basis facts from Functional Analysis, ill-posed problems, regularization of the first kind, regularization by discretization, and inverse eigenvalue problems.

MATH 6663 - Problem Solving 2: Geometry and Graphs
 (3 // 3)   Prerequisite: MATH 3003 or MATH 3243
The goal of this course is to expose students to middle and high school mathematics contest problems and to help them discover efficient problem solving strategies. After students learn the basic results and tools in a particular topic, they are invited to solve typical problems, where hints will be provided by the instructor as needs be. Students will gradually be introduced to various classical mathematical problem-solving strategies.

MATH 6713 - Strategies for Teaching Math
 (3 /0/ 3)   This course is designed to enable the learner to develop skills in teaching and planning for mathematics instruction at the secondary level. Special emphasis will be given to preparing teachers to teach in a performance-based curriculum.

MATH 6723 - Assessment and Classroom Management in Mathematics Education
 (3 /0/ 3)   This course is designed to enable the learner to develop skills in assessment and evaluation as well classroom management in the secondary-level mathematics classroom. Special emphasis will be given to the preparation and assessment of performance-based task.

MATH 6733 - Research in Math Education
 (3 /0/ 3)   This course is designed to enable the learner to review, analyze, and interpret available research in mathematics education with emphasis on the application of research to the secondary mathematics classroom.

MATH 6743 - Advanced Perspective on Secondary Mathematics
 (3 /0/ 3)   Topics include features of an advanced perspective, Real and Complex numbers, functions, equations, integers and polynomials, and number system structures.

MATH 6903 - BioMathematics
 (3 /0/ 3)   Prerequisite: MATH 2853 and MATH 3303

Topics include model building in development of experimental science, mathematical theories and models for growth of one-species and two or more species systems, mathematical treatment of differential equations in models stressing qualitative and graphical aspects, difference equation models, and scrutiny of biological concepts.

MATH 6982 - Directed Readings
  (3 /0/ 3)   Directed readings are for graduate students who need to conduct an independent review of the literature in a topic not offered by the program curriculum. The topic must be approved by the supervising instructor and the graduate director or department chair.

MATH 6983 - Graduate Research Project
  (3 /0/ 3)   The research course is designed to teach students methods for mathematical research. Students will conduct research under the supervision of a faculty mentor. Each student will work on a unique research project to be selected by the faculty mentor and the student. Student should have 18 hours of graduate-level mathematics and approval of faculty advisor.

MATH 7053 - Survey of Calculus for Teachers
  (3 /0/ 3)   An overview of calculus with an emphasis on algebraic and trigonometric functions.

MATH 7103 - A Technology Oriented Survey of Statistics
  (3 /0/ 3)   This course includes basic statistical concepts and statistical tests such as tests, confidence intervals, regression, analysis of variance and goodness-of-fit tests. Assignments will be technology oriented with specific emphasis on the statistical package MINITAB.

MATH 7287 - Teaching Internship I
  (3 /0/ 3)   Teaching one semester in the public schools at the secondary level under the supervision of an experienced, qualified classroom teacher. Seminars are scheduled as an integral part of the student teaching experience. Application for field experience required prior to enrollment.

MATH 7288 - Teaching Internship II
  (3 /0/ 3)   Teaching one semester in the public schools at the secondary level under the supervision of an experienced, qualified classroom teacher. Seminars are scheduled as an integral part of the student teaching experience. Application for field experience required prior to enrollment.

MATH 7403 - Math for In-Service P-8 Teachers
  (3 /0/ 3)   Strengthens understanding of the language, concepts, structure, and sequential development of elementary mathematics. (Non-credit for M.Ed. or ED.S. in Secondary Education with concentration in mathematics.)

MATH 7413 - Geometry for In-Service P-8 Teachers
  (3 /0/ 3)   Strengthens understanding of the language, concepts, and development of elementary geometry. (Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in mathematics.)

MATH 7423 - Algebra for In-Service P-8 Teachers I
  (3 /0/ 3)   Strengthens understanding of the concepts of algebra, with special emphasis for teachers of grades k-8. (Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in Mathematics.)

MATH 7503 - Algebra for In-Service P-8 Teachers II
  (3 /0/ 3)   A continuation of MATH 3803.
Topics include inverse, exponential, and logarithmic functions; systems of equations and inequalities matrices and determinants; sequences and series; the Binomial Theorem; and mathematical induction. (Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in Mathematics.)

MATH 7513 - Trigonometry and Calculus for In-Service P-8 Teachers
  (3 /0/ 3)   An introduction to the foundations of trigonometry, analytic introduction to the foundations of trigonometry, analytic geometry, and calculus. Designed especially for teachers of grades P-8. Helps promote a better understanding of the curriculum. (Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in Mathematics.)

MATH 7523 - Probability and Statistics for In-Service P-8 Teachers
  (3 /0/ 3)   (Non-credit for mathematics major or minor). Special emphasis for teachers of grades P-8. Broadens under standings of the fundamental concepts of probability and statistics, with particular attention to specific

methods and materials of instruction. (Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in Mathematics.

MATH 7533 - Number Theory for In-Service P-8 Teachers
  (3 /0/ 3)   Elementary number theory with emphasis on relevance to teaching at the P-8 level. (Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in Mathematics.)

MATH 7603 - An Introduction to the History of Mathematics
  (3 /0/ 3)   The development of mathematics from prehistoric times through late nineteenth century/early twentieth century is explored. Emphasis is given to key people, problems, cultural influences for various historic periods that have shaped what we think of as contemporary mathematics. This is a WAC course.

MATH 7985 - Special Topics in Mathematics
  (1.0 - 3.0 /1.0 - 3.0/ 1.0 - 3.0)   Graduate courses in selected areas. Title will be specified at time of offering.

Media and Technology

MEDT 6401 - Instructional Technology
  (3 /0/ 3)   An overview of communication and technology as it relates to teaching and learning. This course includes the design, production and utilization of materials and operation of audiovisual equipment and microcomputers. This course will meet the Georgia Technology certification requirement.

MEDT 6402 - Technology in the Content Areas
  (3 /0/ 3)   Prerequisite: MEDT 2401
An overview of instructional communications, design, and technology as they relate to teaching materials and the utilization of digital teaching tools.

MEDT 6461 - Administration of the School Media Center
  (3 /0/ 3)   An overview of the procedures in planning, administering and evaluating a school media program.

MEDT 6465 - Selection and Materials
  (3 /0/ 3)   An overview of current materials, including all genre of print and no-print, all formats of fiction and non-fiction materials. An introduction to the criteria of evaluation and the tools and techniques used in selecting all types of materials and equipment for school library media centers.

MEDT 6491 - Internship in Instructional Technology
  (0 /2.0 - 6.0/ 1.0 - 3.0)   Prerequisite: College of Education Field Experience documentation required
Supervised internship in a school or training environment. Provides students with experience in applying instructional technology principles and techniques.

MEDT 7461 - Instructional Design
  (3 /0/ 3)   The course provides an overview of systematic approaches to instructional planning, development, and evaluation.

MEDT 7462 - Internet Tools, Resources, and Issues in Education
  (3 /0/ 3)   A study of various internet tools, resources, and issues as related to K-12 education. Strategies for integrating internet into the curriculum will be included.

MEDT 7464 - Designing Technology Enhanced Instruction
  (3 /0/ 3)   This course will focus on the application of instructional design principles as they relate to instruction. A systems approach to instructional design which includes information and application of skills and techniques necessary in the analysis, design, development, implementation, and evaluation of instruction will be used.

MEDT 7465 - Digital Resources for Teaching and Learning
  (3 /0/ 3)   An overview of current digital resources (tools, applications, etc.) to support the teaching and learning of children and young adults in diverse classrooms. Non-fiction and digital resources are included. Students will design, develop, and produce digital resources appropriate to their situation.

MEDT 7466 - Digital Photography in Instruction

(2 /2/ 3)   An exploration of the principles of photography including the elements of light, subject, camera, and composition. Instructional applications of digital photography in the workplace and instructional settings, shooting high-quality digital photographs, and how to enhance digital photographs are covered.

MEDT 7467 - Web Design for Instruction
 (3 /0/ 3)   Intermediate level course on design, development and formative evaluation of web-based instructional systems. Web page design strategies based on research on effective practice are emphasized. Students use software development tools to create and evaluate interactive lessons including strategies for assessing learning achievement.

MEDT 7468 - Instructional Multimedia Design and Development
 (3 /0/ 3)   This is a survey course focused on basic elements and technical aspects of multimedia design and development to support teaching and learning in diverse classrooms. Included are selection of hardware and software, design principles, hands-on production, classroom applications, and discussion of issues and useful digital and web-based resources.

MEDT 7469 - Supervision of School Library Media Programs
 (1 /2/ 3)   A study of the supervision of the school library media program from the district perspective. A field based experience is included.

MEDT 7470 - Digital Media Production and Utilization
 (3 /0/ 3)   An advanced course in the design and production of digital media and instructional materials. Classroom utilization of digital media will be included.

MEDT 7471 - Data Networks for Instruction
 (3 /0/ 3)   Prerequisite: MEDT 6401
Enrollment requires completion of MEDT 6401 or instructor's permission. The design and development of data networks for instructional settings will be covered. In addition to current trends and issues, students will also explore how to use data networks for a variety of instructional contexts and how to perform basic network trouble shooting and repair.

MEDT 7472 - Introduction to Distance Learning
 (3 /0/ 3)   Prerequisite: MEDT 7461 or MEDT 7464
This course is a general introduction to conceptual, theoretical, and practical ideas concerning distance education, including the current status of distance learning and its impact on education. Students will become conversant in the terminology of the field of distance education, review its history, conduct research on specific areas of practice, investigate instructional and learning design strategies, explore the technologies commonly used, and understand the unique roles and responsibilities of the distance learner and the distance instructor.

MEDT 7473 - Advanced Multimedia
 (3 /0/ 3)   An intermediate to advanced level course on the design, development and formative evaluation of multimedia software delivered locally and online. Strategies based on research on effective practice are emphasized. Students use software development tools to create and evaluate interactive software including strategies for instruction and assessing learning.

MEDT 7474 - Online Reference Sources and Services
 (3 /0/ 3)   An introduction to reference sources and services, with, emphasis upon online sources and services, and to the development of reference skills in P-12 learners.

MEDT 7475 - The Distance Education Professional
 (3 /0/ 3)   Prerequisite: MEDT 7472
This course focuses on current issues and challenges for the distance education professional. Students will be prepared to assume the role of an e-learning teacher and professional through the study of distance education research as well as the analysis, design, development, implementation, and evaluation of e-learning environments. Students will examine the management of e-learning initiatives including cultural impact; budget, technological and managerial requirements; quality support; policy issues; development of e-learning materials; facilitating instruction and interaction; and other areas of professional development and training.

MEDT 7476 - Assessing Learning in Technology-Enhanced Instruction
 (3 /0/ 3)   This course will focus on application of the principles of assessment of student learning as they relate in the context of technology-enhanced instruction and diverse populations. Specific concepts covered include formative and summative assessments, alternative assessment, and standardized testing, especially the

use of technology-based instruments. Students will design and develop assessment tools for their content areas and contexts.

MEDT 7477 - Technology for Media Services
   (3 /0/ 3)   An introduction to technology for media services including basic computer operations, troubleshooting, and networking; internet issues, resources and applications; video resources and production; and technology training and instruction. MEDT 6401 or equivalent; MEDT 7461.

MEDT 7478 - Cataloging and Automating
   (3 /0/ 3)   Introduction to school library media cataloging and automation procedures including Sears, Dewey, CIP, and MARC records.

MEDT 7481 - Independent Project
   (2 /2/ 3)   Preparation of an independent project under the direction of a faculty member. Advanced topics in theory, issues, trends, and media or instructional technology techniques will be emphasized. Students will specialize in topics, studies, and projects in the area of specialty.

MEDT 7482 - Directed Readings
   (0 /1.0 - 3.0/ 1.0 - 3.0)   This course allows a student to pursue an area of professional interest in greater depth or in a scope different from existing courses. Such independent study presumes participant knowledge, skill, and motivation. An integrated research paper of the reading is required.

MEDT 7485 - Special Topics in Media
   (0 /1.0 - 3.0/ 1.0 - 3.0)   Individually designed studies of topics in media or instructional technology focused on the student's areas of specialty.

MEDT 7487 - Practicum
   (3 /0/ 3)   Current issues in school media centers will be examined. Course requirements will include exhibiting professionalism and documenting impact on learning. Documentation of all volunteer experiences completed throughout the program will be compiled. An electronic program portfolio will be developed and prepared for sharing with peers and instructors.

MEDT 7490 - Visual and Media Literacy for Teaching and Learning
   (3 /0/ 3)   This course is an introduction to visual and media literacy principles that support student learning in specific content areas. Students will explore elements of photography and videography that support learner-centered instruction. Instructional applications in the workplace and instructional settings, shooting high-quality digital photographs and video vignettes, how to produce enhance digital-based instructional materials and resources are covered.

MEDT 7494 - Educational Workshop
   (0 /1.0 - 3.0/ 1.0 - 3.0)   These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

MEDT 8461 - Diffusion of Innovations
   (3 /0/ 3)   This course will study effective communication skills, group dynamics, time management, and facilities planning with special emphasis on applying these skills to facilitate the integration of newer technologies into school library media centers and classrooms.

MEDT 8462 - Leading and Managing Instructional Technology Programs
   (3 /0/ 3)   This course provides an overview of the procedures in planning, designing, developing, implementing and managing instructional technology programs in schools. Emphasized are: leadership skills, managing people and resources, effective training techniques, program development, funding, and trends and issues associated with school uses of instructional technology.

MEDT 8463 - Issues in Instructional Technology
   (3 /0/ 3)   Advanced topics in the theory, selection, production, and utilization of technology-based instructional materials will be examined, and issues, trends and problems in instruction technology will be emphasized.

MEDT 8464 - Issues in School Library Media

(3 /0/ 3)   Current issues and trends in school library media services and programs will be examined. The basic vision of the school library media program comprised of collaboration, leadership and technology will be emphasized.

MEDT 8480 - Program Evaluation
  (3 /0/ 3)   This course is designed to prepare students to effectively and efficiently participate in program evaluation at the school sites Students are expected to evaluate efficacy of existing programs and/or the appropriateness of programs being considered for implementation.

MEDT 8484 - Research on Media and Instructional Technology
  (3 /0/ 3)   This course provides an overview of research on media and instructional technology. Because the course addresses both theoretical and practical dimensions of research on media and instructional technology, students will study exemplary research studies through printed and digital materials.

MEDT 8485 - Research Seminar II
  (3 /0/ 3)   Prerequisite: MEDT 8484
This course is designed to extend students' empirical research experiences and help them develop proficiency in the use of research methodologies. Students develop an electronic research portfolio to showcase their work and present it at the students' Ed.S. orals.

Middle Grades Education

MGED 6271 - Middle Grades Curriculum
  (2 /2/ 3)   Prerequisite: Admission to Teacher Education program
Exploration of the nature of curriculum and nature of the learner for the middle grades and the identification of processes for developing relevant curriculum components, including career awareness, for the preadolescent in today's society.

MGED 6285 - Special Topics in Education
  (3 /0/ 3)   Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

MGED 7261 - Strategies for Teaching Language Arts
  (3 /0/ 3)   Exploration of techniques and strategies for teaching the four components (reading, writing, listening, speaking) of language arts in the middle grades.

MGED 7262 - Strategies for Teaching Social Studies
  (3 /0/ 3)   Exploration of techniques and strategies for teaching the social studies in the middle grades.

MGED 7263 - Strategies for Teaching Mathematics
  (3 /0/ 3)   Exploration of techniques and strategies for teaching mathematics in the middle grades.

MGED 7264 - Strategies Teaching Science
  (3 /0/ 3)   The exploration of techniques and strategies for teaching science in the middle grades.

MGED 7271 - Issues in Middle Grades Education
  (3 /0/ 3)   An intensive study of the middle school learner, the middle school curriculum, and selected methods and techniques of instruction and organization appropriate for the middle school setting in light of current trends and issues.

MGED 7281 - Independent Project
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Preparation of an independent project under the direction of a full-time college faculty member.

MGED 7282 - Directed Readings in Education
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Concentrated readings and review of research studies and literature relative to areas of significance to middle grade education.

MGED 8284 - Research Seminar (Middle Grades)
  (3 /0/ 3)   A review of the basic elements of research and research design to culminate in the compilation of a comprehensive review of literature and preparation of a research project prospectus in middle grades education.

MGED 8297 - Professional Issues Seminar
 (3 /0/ 3)   Designed as a culminating experience for the Ed.S. degree, this course focuses on the discussion of significant issues and problems facing education today. Topics will vary from semester to semester.

Middle Grades Mathematics and Science

MGMS 7000 - Professional Develop Sem I
 (3 /0/ 3)   Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

MGMS 7100 - Research Meth in Education
 (3 /0/ 3)   Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

MGMS 7650 - Teaching Practicum
 (3 /0/ 3)   Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

Music

MUSC 5150 - Vocal Pedagogy and Literature
 (3 /0/ 3)   The study of the methodology voice and a survey of standard vocal literature.

MUSC 5160 - Instrumental Pedagogy and Literature
 (3 /0/ 3)   The study of instrumental teaching methods and materials and a survey of standard literature for selected band and orchestra instruments.

MUSC 5171 - Keyboard Literature Before 1825
 (2 /0/ 2)   A survey of standard keyboard literature before 1825.

MUSC 5172 - Keyboard Literature After 1825
 (2 /0/ 2)   A survey of standard keyboard literature after 1825.

MUSC 5175 - Collaborative Keyboard Skills I
 (1 /2/ 1)   The study of ensemble techniques, score preparation, rehearsal skills, coaching techniques and performance strategies for performing standard vocal/choral literature. Sight reading is emphasized and students participate in an on-campus accompanying practicum. Graduate students meet additional research, and/or performance requirements.

MUSC 5176 - Collaborative Keyboard Skills II
 (1 /2/ 1)   Study of ensemble techniques, score preparation, rehearsal skills, coaching techniques and performance strategies for performing standard instrumental literature.

MUSC 5181 - Piano Pedagogy I
 (2 /1/ 2)   Introduction to the basic materials and pedagogical strategies for teaching private and class early and mid elementary piano students. Students will participate in a supervised teaching practicum. Graduate students meet additional research and/or teaching portfolio requirements.

MUSC 5182 - Piano Pedagogy II
 (2 /1/ 2)   A continuation of Pedagogy I with special focus on the late elementary student and group teaching.

MUSC 5183 - Piano Pedagogy III
 (2 /1/ 2)   An examination of the materials and methods for teaching intermediate and early advanced level piano students. Authentic performance practice style for standard Baroque and Classical music will be discussed.

MUSC 5184 - Piano Pedagogy IV
 (2 /1/ 2)   A continuation of Pedagogy III, teaching of the intermediate and early advanced student. Will focus on authentic performance practice style for standard Romantic and Modern repertoire.

MUSC 5230 - Technology in Music Education
 (3 /0/ 3)   Prerequisites include MUSC 3230 or baccalaureate degree in Music. This fully-online course deals with new technology research, trends, and usage in terms of music education. Topics include creative uses of technology within the classroom, recording/notation/performance applications, applications available on mobile devices, applications used in distance learning environments, and research trends.

MUSC 5240 - Form and Analysis
(2 /0/ 2)   Study of the theoretical and historical development of forms, and of advanced techniques of analysis. Analytical study will cover selected forms and works from the Baroque style period to the present.

MUSC 5300 - Jazz History and Styles
(3 /0/ 3)   The history and styles of jazz from its origins to fusion.

MUSC 5311 - Applied Jazz Composition and Arranging Variations
(0 /1.0 - 2.0/ 1.0 - 2.0)   Lessons in composition and scoring techniques for jazz combos and big bands. Students complete assignments by using traditional methods and by using the tools of music technology. All courses are repeatable for one or two hours of credit-one 25-minute lesson per week per credit hour.

MUSC 5321 - Applied Jazz Improvisation
(0 /1.0 - 2.0/ 1.0 - 2.0)   Lessons in jazz improvisation on an instrument or voice including an introduction to basic principles of jazz improvisation through lecture, demonstration, listening, writing, and performing. Students complete assignments by using traditional methods and by using the tools of music technology. All courses are repeatable for one or two hours of credit-one 25-minute lesson per week per credit hour.

MUSC 5400 - Counterpoint
(2 /0/ 2)   Analysis and writing in the contrapuntal styles of the 16th through the 18th centuries. Students complete counterpoint projects by using traditional methods and by using the tools of music technology.

MUSC 5410 - Applied Composition
(0 /1.0 - 2.0/ 1.0 - 2.0)   Compositional techniques taught in a combination of group and individual sessions. Students complete composition projects by using traditional methods and by using the current tools of music technology.

MUSC 5500 - Accompanying
(2 /0/ 2)   Principles, problems, and techniques of accompanying music for opera, theatre, and the concert stage.

MUSC 5700 - Wind Ensemble
(0 /1/ 1)   The study and performance of wind band literature from original, transcribed, contemporary, and diverse cultural sources. Includes on-campus and sometimes off-campus performances. Open by audition to music-major and non-music- major students.

MUSC 5710 - Symphony Band
(0 /1/ 1)   The study and performance of wind band literature from original, transcribed, contemporary, and diverse cultural sources. Includes on-campus and sometimes off-campus performances. Open to music-major and non-music-major students.

MUSC 5720 - Marching Band
(0 /1/ 1)   The study and performance of musical and visual programs for marching band. Includes the presentation of performances for home football games and for selected out-of-town games and exhibitions. Preseason band camp required. Open to music-major and non-music-major students.

MUSC 5730 - Jazz Ensemble
(0 /1/ 1)   The study and performance of literature composed for jazz ensembles from original, transcribed, contemporary and diverse cultural sources. Includes on-campus and sometimes off-campus performances. Open by audition to music-major and non-music-major students.

MUSC 5740 - Chamber Winds
(0 /1/ 1)   The study and performance of literature composed for chamber wind and wind/percussion ensembles from original transcribed contemporary, and diverse cultural sources. Includes on-campus and off-campus performances. Open by audition to music-major and non-music-major students.

MUSC 5750 - Concert Choir
(0 /1/ 1)   The study and performance of choral literature from traditional, contemporary and diverse cultural sources. Includes on-campus and sometimes off-campus performances. Open to music-major and non-music-major students.

MUSC 5760 - Chamber Singers

(0 /1/ 1)   The study and performance of literature composed for vocal chamber ensembles from traditional, contemporary and diverse cultural sources. Includes on-campus and sometimes off- campus performances. Open by audition to music-major and non-music-major students.

MUSC 5770 - Opera Workshop
  (0 /1/ 1)   The study of performance of operatic literature from traditional, contemporary and diverse cultural sources. Includes on-campus and sometimes off-campus performances. Open by audition to music-major and non-music-major students.

MUSC 5800A - Small Ensemble: Keyboard Ensemble
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional, original, transcribed, contemporary, and diverse cultural sources. May include on- campus and sometimes off-campus performances. Open by permission to music-major and non-music-major students.

MUSC 5800B - Small Ensemble: Collegium Musicum
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional, original, transcribed, contemporary, and diverse cultural sources. May include on- campus and sometimes off-campus performances. Open by permission to music-major and non-music-major students.

MUSC 5800C - Small Ensemble: Guitar Ensemble
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional, original, transcribed, contemporary, and diverse cultural sources. May include on- campus and sometimes off-campus performances. Open by permission to music-major and non-music-major students.

MUSC 5800D - Small Ensemble: Flute Choir
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes Off-campus performances. Open by permission to music-major and non-music-major students.

MUSC 5800E - Small Ensemble: Clarinet Choir
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music major and non-music major students.

MUSC 5800F - Small Ensemble: Saxophone Choir
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May included on-campus and sometimes off-campus performances. Open by permission to music-major and non-music major students.

MUSC 5800G - Small Ensemble: Woodwind Ensemble
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and divers cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music-major and non-music-major students.

MUSC 5800I - Small Ensemble: Horn Choir
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music-major and non-music-major students.

MUSC 5800J - Small Ensemble: Trumpet Choir
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and off-campus performances. Open by permission to music-major and non-music major students.

MUSC 5800K - Small Ensemble: Trombone Choir
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music-major and non-music major students.

MUSC 5800L - Small Ensemble: Tuba/Euphonium Ensemble

(0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include some on-campus and sometimes off-campus performances. Open by permission to music-major and non-music-major students.

MUSC 5800M - Small Ensemble: Brass Ensemble
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes off-campus Performances. Open by permission to music-major and non-music-major students.

MUSC 5800N - Small Ensemble: Percussion Ensemble
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music-major and non-music major students.

MUSC 5800O - Small Ensemble: Jazz Combo
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and some-times off-campus performances. Open by permission to music-major and non-music major students.

MUSC 5800P - Small Ensemble: Basketball Band
  (0 /1/ 1)   The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music-major and non-music major students.

MUSC 5800Q - Small Ensemble
  (0 /0/ 1)   The study and performance of literature composed for small ensembles from traditional, original, transcribed, contemporary, and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music majors and non-music majors.

MUSC 5850 - Applied Conducting
  (0 /1.0 - 2.0/ 1.0 - 2.0)   Advanced lessons in choral or instrumental conducting; score reading and analysis; rehearsal techniques and ensemble development; problems in tempo, balance, style, and phrasing; mixed meters and other contemporary problems. Students have the opportunity to conduct ensembles.

MUSC 5890 - Marching Band Techniques
  (2 /0/ 2)   A study of principles and practices for the marching band including show design, literature and teaching techniques. Intended for Music Education majors or individuals who work with marching bands. Students will use computer software to create the visual design of a marching band show.

MUSC 5981 - Directed Independent Study
  (0 /1.0 - 3.0/ 1.0 - 3.0)   A study conducted by the student independently with the supervision and guidance of the instructor. Title and description of topic to be specified at time of offering.

MUSC 5985 - Special Topics in Music
  (0 /1.0 - 3.0/ 1.0 - 3.0)   A study of research materials, methods, procedures, and designs in music and music education, including research and data analysis techniques and the application of findings. Students have the opportunity to examine research topics that exploit their professional interests and goals. Includes a research project component.

MUSC 6083 - Research Methods and Materials
  (3 /0/ 3)   A study of research materials, methods, procedures, and designs in music and music education, including research and data analysis techniques and the application of findings. Students have the opportunity to examine research topics that exploit their professional interests and goals. Includes a research project component.

MUSC 6110 - History and Philosophy of Music Education
  (3 /0/ 3)   Philosophical and historical foundations of music education with concentration on trends, influences, developments, personalities, and materials in school music teaching in the United States.

MUSC 6120 - Factors of Musical Learning

(3 /0/ 3)   Philosophies, theories, principles, and concepts of learning and their implications for the teaching and learning processes in music education. The current status of learning theory as applied to music education will be evaluated.

MUSC 6184 - Seminar in Music Education
  (3 /0/ 3)   Focus on important and timely topic in music education. The student will: 1. Research a cur-rent trend in music education policy or practice. 2. Prepare a plan of action utilizing the research of the selected topic appropriate to the music education classroom. 3. Collaborate with peers to evaluate potential for effective practice in today's classroom.

MUSC 6210 - Music History and Literature
  (3 /0/ 3)   In-depth study of selected topics in music history and literature ranging from studies on specific style periods to studies of individual composers or genres.

MUSC 6220 - Music Theory
  (3 /0/ 3)   In-depth study of musical elements (eg: pitch, duration, texture, timbre, form, and intensity) and their interaction with works of all styles. Includes visual and aural analytical studies on the music of various composers.

MUSC 6600A - Principal Applied: Piano
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three credit hours of credit-one 25 minute lesson per week per credit hour.

MUSC 6600B - Principal Applied: Organ
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25 minute lesson per week per credit hour.

MUSC 6600C - Principal Applied: Voice
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performances. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25 minute lesson per credit hour.

MUSC 6600D - Principal Applied: Strings
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory stud from the standard literature. All courses are repeatable for one, two or three hours of credit- one 25 minute per week per credit hour.

MUSC 6600E - Principal Applied: Guitar
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25-minute lesson per week per credit hour.

MUSC 6600F - Principal Applied: Flute
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25 minute lesson per week per credit hour.

MUSC 6600G - Principal Applied: Oboe
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Lessons include studies from the standard literature. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit-one 25-minute lesson per week per credit hour.

MUSC 6600I - Principal Applied: Clarinet

(0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic, aesthetic elements of artistic performance. Repertory studied is from the standard literature. Courses repeatable for one, two or three hours credit-one 25-minute lesson per week per credit hour.

MUSC 6600J - Principal Applied: Bassoon
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Lessons include studies technical, stylistic and aesthetic elements of artistic performance. Repertory studied is from the standard literature. Courses repeatable for one, two or three hours of credit-one 25-minute lesson per week per credit hour.

MUSC 6600K - Principal Applied: Saxophone
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit- 25-minute-lesson per week per credit hour.

MUSC 6600L - Principal Applied: Horn
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Lessons are in studies of technical, stylistic and aesthetic elements of artistic performance. Repertory studied from the standard literature. All courses repeatable for one, two or three hours of credit-one 25-minute lesson per week per credit hour.

MUSC 6600M - Principal Applied: Trumpet
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic aesthetic elements of artistic performance. Repertory studied from the standard literature. All courses repeatable for one, two or three hours of credit-one 25-minute lesson per week per credit hour.

MUSC 6600N - Principal Applied: Trombone
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic & aesthetic elements of performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25 minute lesson per week per credit hour.

MUSC 6600O - Principal Applied: Euphonium
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit- one 25 minute lesson per week per credit hour.

MUSC 6600P - Principal Applied: Tuba
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25-minute lesson per credit hour.

MUSC 6600Q - Principal Applied: Percussion
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for music majors no the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory studies is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25 minute lesson per cred-it hour.

MUSC 6610A - Secondary Applied: Piano
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies of technical, stylistic and aesthetic elements of performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25- minute lesson per week per credit hour.

MUSC 6610B - Secondary Applied: Organ
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studies

is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610C - Secondary Applied: Voice
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610D - Secondary Applied: Strings
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610E - Secondary Applied: Guitar
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610F - Secondary Applied: Flute
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610G - Secondary Applied: Oboe
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610I - Secondary Applied: Clarinet
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610J - Secondary Applied: Bassoon
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610K - Secondary Applied: Saxophone
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610L - Secondary Applied: Horn
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of cred-it-one-25 minute lesson per week per credit hour.

MUSC 6610M - Secondary Applied: Trumpet
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25 minute lesson per week per credit hour.

MUSC 6610N - Secondary Applied: Trombone
(0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical stylistic and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit one 25 minute lesson per week per credit hour. An applied fee is charged per credit hour enrolled.

MUSC 6610O - Secondary Applied: Euphonium
(0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit one 25-minute lesson per week per credit hour.

MUSC 6610P - Secondary Applied: Tuba
(0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit one 25-minute lesson per week per credit hour. An applied fee is charged per credit hour enrolled.

MUSC 6610Q - Secondary Applied: Percussion
(0 /1.0 - 3.0/ 1.0 - 3.0)   Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical stylistic and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit one-25-minute lessons per week per credit hour. An applied fee is charged per credit hour enrolled.

MUSC 6800 - Graduate Recital
(0 /3/ 3)   Preparation and presentation of a Graduate Recital. A Performance-major recital consists of 40-60 minutes of music; a Music Education-major recital consists of 20-40 minutes of music. Must be completed prior to the middle of the last quarter of applied study and performed be-fore a public audience.

MUSC 6982 - Directed Readings
(0 /1.0 - 3.0/ 1.0 - 3.0)   A study of directed readings conducted by the student independently with the supervision and guidance of the instructor. Title and description of topic to be specified at time of offering.

MUSC 6987 - Music Practicum
(0 /1.0 - 3.0/ 1.0 - 3.0)   A practicum conducted by the student independently with the supervision and guidance of the instructor. Title and description of topic to be specified at time of offering.

MUSC 6999 - Thesis in Music
(0 /3.0 - 9.0/ 3.0 - 9.0)   Development, preparation, and completion of a thesis document. It is expected that the manuscript will demonstrate high standards of scholarship. Once the topic has been chosen, a for-mal proposal is prepared. The proposal, when fully developed, must be approved by the candidate's thesis committee. During the research and writing of the thesis document, the candidate is advised to consult regularly with the major professor and the other members of the thesis committee. Following approval of the committee, the document must be defended orally.

Natural Science

NTSC 7585 - Selected Topics for Early Childhood Teachers
(1.0 - 4.0 /0/ 1.0 - 4.0)   Study in any of the several branches of natural science. Credit allowable only for students enrolled in graduate programs in Education. May be repeated for credit.

NTSC 7685 - Selected Topics for Middle Grades Teachers
(1.0 - 4.0 /0/ 1.0 - 4.0)   Study in any of the several branches of natural science. Credit allowable only for students enrolled in graduate programs in Education. May be repeated for credit.

NTSC 7785 - Selected Topics for Secondary Teachers
(1.0 - 4.0 /0/ 1.0 - 4.0)   Study in any of several branches of natural science. Credit allowable only for students enrolled in graduate programs in Education. May be repeated for credit.

Nursing

NURS 6101 - Theoretical Foundations of Nursing Practice
   (3 /0/ 3)   An exploration and application of theories to health care delivery and to the role of the master's prepared nurse in the context of caring science.

NURS 6102 - Role of Caring Hlthcare Prof
   (2 /0/ 2)   A course that explores the roles of the healthcare professional, theoretical models, and research related to caring science.

NURS 6103 - Health Promotion & Advanced Health Assessment
   (3 /0/ 3)   A course designed to equip the master's prepared nurse with advanced health assessment and health promotion skills with the knowledge to focus on various physiologic systems across the lifespan and within diverse populations.

NURS 6104 - Scholarly Inquiry and Data Analysis in Nursing
   (3 /0/ 3)   Prerequisite: NURS 6101 and NURS 6102
A course designed to prepare master's prepared nurses with the skills and knowledge needed to use evidence-based findings to provide high quality nursing care, initiate change, and promote evidence-based practice in the context of caring science.

NURS 6105 - Leadership for Quality, Safety, and Health Policy
   (3 /0/ 3)   A course that addresses current and emerging challenges related to patient care quality and safety within a healthcare system. Emphasis will also be placed on the political and economic forces that influence the development of health policy related to quality and safety outcomes.

NURS 6106 - Pathophysiology and Pharmacology I
   (3 /0/ 3)   This is the first of two courses designed to provide scientific knowledge of pathophysiology and pharmacotherapeutics associated with health and disease as the basis of nursing management. Requires Admission to the Graduate program.

NURS 6107 - Pathophysiology and Pharmacology II
   (3 /0/ 3)   Prerequisite: NURS 6106
This is the second of two courses designed to provide scientific knowledge of pathophysiology and pharmacotherapeutics associated with health and disease, as the basis of nursing management.

NURS 6108 - Epidemiology for Nursing Education and Practice
   (3 /0/ 3)   This course introduces students to the concepts of epidemiological methods and their practical applications to nursing education and practice.

NURS 6109 - Informatics, Technology, and Healthcare Outcomes
   (2 /0/ 2)   This course focuses on the theoretical basis of healthcare informatics with an emphasis on management and processing of healthcare data, information, and knowledge.

NURS 6110 - Curriculum Development in Nursing Education
   (3 /0/ 3)   Prerequisite: NURS 6103 and NURS 6104 and NURS 6105 and NURS 6106
This course explores the process of curriculum development in nursing education.

NURS 6111 - Nurse Educator Role Practicum I
   (0 /8/ 2)   Prerequisite: NURS 6103 and NURS 6104 and NURS 6105 and NURS 6106   This practicum provides the opportunity for teaching and learning in nursing education.

NURS 6112 - Nurse Educator Role Practicum II
   (0 /8/ 2)   Prerequisite: NURS 6110 and NURS 6111
This practicum extends the knowledge developed in the Nurse Educator Practicum I. Opportunities are provided to integrate theory, research, and evidence-based practice through completion of a capstone project in the education setting.

NURS 6113 - Evaluation and Testing in Nursing Education
   (3 /0/ 3)   Prerequisite: NURS 6110 and NURS 6111
This course explores the process of evaluation and testing in nursing education.

NURS 6114 - Introduction to Health Systems Leadership

(3 /0/ 3)   A course designed to provide an introduction to health systems leadership issues, theories, and evidence-based interventions based upon caring science.

NURS 6115 - The Business of Healthcare: Financial and Economic Evidence

(3 /0/ 3)   This course builds capability related to practice in a dynamic and complex healthcare financial environment. The course covers principles of healthcare economics; third party reimbursement; costing; budgets and budgeting; variance; economic evaluation methods; and writing a business plan to successfully defend or market a healthcare program.

NURS 6116 - Leading Human Resource Systems

(3 /0/ 3)   Prerequisite: NURS 6104 and NURS 6105 and NURS 6115

This course is designed to provide the knowledge and skills to promote an effective and efficient human resource system for patient care services at multiple levels. The processes and skills for coaching individuals and groups are addressed.

NURS 6117 - Health Systems Leadership: Role of the Leader/Manager I

(3 /0/ 3)   Prerequisite: NURS 6104 and NURS 6105 and NURS 6115

This course provides the opportunity to analyze the role of a health systems leader. The focus is on the development of knowledge and skills for operational and regulatory management, and interprofessional relationships.

NURS 6118 - Health Systems Leadership: Role of the Leader/Manager II

(3 /0/ 3)   Prerequisite: NURS 6117

This course extends the knowledge developed in NURS 6117 related to the role of the health systems leader/manager.

NURS 6119 - Health Systems Leadership Leader/Manager Practicum I

(0 /8/ 2)   Prerequisites: NURS 6104 , NURS 6105 , NURS 6115

This course is a practicum designed to demonstrate competencies of the various roles of the health systems leader. Opportunities are provided to integrate theory, research, and evidence-based practice in the health system.

NURS 6120 - Health Systems Leadership Leader/Manager Practicum II

(0 /8/ 2)   Prerequisite: NURS 6116 and NURS 6117 and NURS 6119

This practicum provides the opportunity to enact the role of the healthcare leader/manager through implementation of capstone project.

NURS 6122 - Health Systems Leadership Clinical Nurse Leader Practicum I

(0 /8/ 2)   Prerequisite: NURS 6104 and NURS 6105 and NURS 6106

This course is a practicum designed to demonstrate competencies of the various roles of the CNL.

NURS 6123 - Health Systems Leadership Clinical Nurse Leader Practicum II

(0 /20/ 4)   Prerequisite: NURS 6122 and NURS 6124

This course is an immersion experience in the role of the clinical nurse leader. Opportunities are provided to integrate theory, research, and evidence-based practice in a clinical microsystem through completion of capstone project.

NURS 6124 - Health Systems Leadership Role of the Clinical Nurse Leader

(3 /0/ 3)   Prerequisite: NURS 6104 and NURS 6105 and NURS 6106

This course is an in depth examination of the roles of the Clinical Nurse Leader (CNL). Additionally, this course will examine leadership and organizational theories as well as financial concepts related to the CNL roles.

NURS 6125 - Health Systems Leadership Clinical Nurse Leader Seminar

(1 /0/ 1)   Prerequisite: NURS 6122 and NURS 6124

This course is designed to provide students the opportunity to discuss the knowledge needed in the development and implementation of the CNL role in clinical microsystems.

NURS 6900 - Scholarly Writing

(1 /0/ 1)   This course will address the basic mechanics of scholarly writing, peer review, self-editing and APA format.

NURS 6981 - Independent Study

(0 /1.0 - 3.0/ 1.0 - 3.0)   Must be admitted to the MSN program as a prerequisite to register for this course. Independent study involving in-depth, individual research and study of a specific nursing problem and/or issue.
NURS 6985 - Special Topics in Nursing
 (1.0 - 3.0 /0/ 1.0 - 3.0)   Must be admitted to the MSN program as a prerequisite to register for this course. This course is related to a specific topic in health systems leadership or nursing education. The title and description of the course will be specified at the time of the offering.

NURS 6987 - Scholarly Project
 (0 /0/ 1.0 - 3.0)   This scholarly project provides an opportunity for students problems in health systems leader-ship or nursing education.

NURS 6999 - Thesis
 (0 /1.0 - 6.0/ 1.0 - 6.0)   Prerequisite: NURS 6400 and NURS 6500
The thesis provides an opportunity for students to participate in research to address problems in health systems leadership or nursing education.

NURS 9001 - Current Trends and Issues in Nursing Education
 (3 /0/ 3)   Must be admitted to the EdD in Nursing Education program as a prerequisite to register for this course. This course is designed is to prepare doctoral students for current and future movement in nursing education. The course emphasizes the development of complex competencies to meet the educational needs of a rapidly developing global society.

NURS 9002 - Quantitative Research in Nursing
 (3 /0/ 3)   Must be admitted to the EdD in Nursing Education program as a prerequisite to register for this course. This course addresses quantitative research, methods, designs, and approaches to scientific inquiry in nursing education.

NURS 9003 - Principles of Qualitative Inquiry: Design and Methods
 (3 /0/ 3)   Must be admitted to the EdD in Nursing Education program as a prerequisite to register for this course. Principles of qualitative inquiry will be presented, including philosophical frame-works and methodologies (historical, ethnography, phenomenology, grounded theory and action critical/social/feminist inquiry). Additionally, design, data collection and analysis strategies will be explored.

NURS 9004 - Teaching the Adult Learner
 (3 /0/ 3)
This course examines theories of adult learning and practical application in the adult education process.

NURS 9005 - Nursing Theory in Nursing Education
 (3 /0/ 3)   This course includes the opportunity for analysis and evaluation of concepts related to theory development and an exploration and analysis of grand and middle range theories. Additionally, the course will include an examination of nursing theory and its link to the research process and evidence based practice in nursing education.

NURS 9006 - Educational and Healthcare Policy Analysis
 (2 /0/ 2)   Must be admitted to the EdD in Nursing Education program as a prerequisite to register for this course. This course is an advanced study of policy and its impact on nursing education and health care. It is designed to enable nurse educators to become more knowledgeable, effective, and responsible actors within the political context of the academic and healthcare settings. Relationships among law, ethics, and policy will be explored. Students will examine a clinical or educational issue and demonstrate how policy impacts outcomes related to the issue.

NURS 9007 - Applied Statistical Methods in Nursing
 (3 /0/ 3)   Prerequisite: NURS 9002 and NURS 9003
This course provides the student with the opportunity to examine statistical methods for nursing and educational research. Emphasis is on the utilization and interpretation of descriptive and inferential statistics. An additional emphasis will be on critiquing data analysis in current research articles.

NURS 9008 - Theoretical and Philosophical Foundations of Education
 (3 /0/ 3)   This course provides an overview of philosophical and theoretical constructs that have influenced nursing education.

NURS 9009 - Curriculum: Theory and Practice

(3 /0/ 3)   Prerequisite: NURS 9001 and NURS 9004 and NURS 9005
This course provides an opportunity to develop and analyze nursing curricula based on the interpretation, evaluation, and synthesis of current and historical literature.

NURS 9010 - Nursing Research Seminar
  (1.0 - 3.0 /0/ 1.0 - 3.0)   Prerequisite: NURS 9002 and NURS 9003 and NURS 9007   The Nurse Educator Research Seminar is designed to provide a forum for interdisciplinary/interprofessional discussion related to the synthesis of scientific findings. This course will provide opportunities for students to evaluate and translate components of the research process to the selected dissertation topic.

NURS 9011 - Ethics in Educational Leadership
  (3 /0/ 3)   This course is designed to provide the student the opportunity to analyze ethics in nursing education

NURS 9012 - Nursing Education Synthesis
  (3 /0/ 3)   Prerequisite: NURS 9001 and NURS 9002 and NURS 9003 and NURS 9004 and NURS 9005
This course provides the student with opportunities to synthesize the roles, processes, and functions of an educator within higher education.

NURS 9013 - Nursing Education Leadership for Diversity for the 21st century
  (3 /0/ 3)   This course explores the application of leadership theories related to a culturally diverse society within the context of a quality caring curriculum.

NURS 9014 - Directed Readings
  (3 /0/ 3)   Prerequisite: NURS 9002 and NURS 9003 and NURS 9005 and NURS 9007 and NURS 9008
This course will provide a critical examination of research methodology in quality caring nursing education.

NURS 9015 - Dissertation
  (1.0 - 4.0 /0/ 1.0 - 4.0)   This course is the research dissertation which demonstrates a mastery of study and contributes to the literature in nursing education. Prerequisites: variable credit hours and prerequisites of successful proposal defense, consent of dissertation chairperson, and admission to candidacy.

NURS 9016 - Distance Education in Nursing
  (3 /0/ 3)   This course provides a focus on current issues and challenges for the distance education professional in nursing education through the design and evaluation of e-learning learning environments.

NURS 9018 - Advanced Research Methods
  (3 /0/ 3)   Prerequisite: NURS 9002 and NURS 9003
This course provides an opportunity for students to build upon previous content addressed in NURS 9002 and NURS 9003 and focuses on the design and conduct of quantitative and qualitative research study.

NURS 9019 - Independent Study
  (3 /0/ 3)   NURS 9002 , NURS 9003 , NURS 9007 , NURS 9014 , NURS 9018
This course will assess the student's ability to demonstrate, through scholarly writing, knowledge synthesis of doctoral coursework and readiness to begin the doctoral dissertation. The course will contain the comprehensive exam for the program and the comprehensive exam will be INDEPENDENTLY written. The comprehensive exam may be repeated only once within the course. Failure of the second comprehensive exam attempt will result in an unsatisfactory in the course and dismissal from the program.

P-12 Education

PTED 6214 - Techniques of Instructional Management and Discipline
  (3 /0/ 3)   Exploration and examination of approaches of instructional management of learners, resources, and learning activity. Techniques for integrating various approaches to classroom discipline into instructional management will be developed.

PTED 7239 - Language and Culture in the Classroom
  (3 /0/ 3)   This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Topics will include the historical, philosophical, socio- cultural, and theoretical foundations of multicultural education; the importance of cross-cultural communication including relationships between nonverbal and verbal language systems; interpersonal skills for encouraging harmony between the dominant culture and culturally and linguistically diverse

populations. Students will also examine, evaluate, and develop curricular materials for culturally and linguistically diverse populations.

PTED 7240 - Literacy, Linguistics, and Second Language Acquisition
  (3 /0/ 3)   This course is designed for students who do not have a background in linguistics but who desire an advanced introduction to the topic in order to enhance their professional activity, e.g., teaching English as a second language, teaching advanced courses in composition or grammar, or editing and writing about linguistic phenomena. Corequisite: PTED 7239

PTED 7241 - Teaching English as a Second Language: Methods, Materials, and Assessment
  (3 /0/ 3)   Prerequisite: PTED 7239 and PTED 7240
Examination of past and current approaches, methods, and techniques for teaching English as a second language. Participants analyze program models and methods of instruction for students of limited English proficiency; demonstrate teaching strategies; develop lesson and unit planning skills; evaluate materials, textbooks, and resources available in the field; examine issues in testing students of limited English proficiency for placement, diagnosis, exit, and evaluation; and analyze current assessment instruments.

PTED 7243 - Strategies in Foreign Language Education (P-12)
  (3 /0/ 3)   This course is designed to help teachers become familiar with trends and developments in teaching foreign languages, and to improve skills in instructional strategies, design, assessment for students P-12.

PTED 7244 - Multicultural Education
  (3 /0/ 3)   This course is designed to inform and sensitize teachers to the critical need for equitable education for culturally and linguistically diverse student populations. Topics will include the historical, philosophical, sociocultural, and theoretical foundations of multicultural education; the importance of effective cross cultural communication and interpersonal skills; and the attributes of culturally compatible curriculum.

PTED 7246 - Comparative Education
  (3 /0/ 3)   This course is designed to compare the educational system of the United States with selected educational systems of the world.

PTED 7271 - Issues in Curriculum, P-12
  (3 /0/ 3)   Significant factors which affect curriculum are studied. Attention is given to the integration and coordination of curriculum throughout the schools.

PTED 7281 - Independent Project
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Preparation of an independent project under the direction of a full-time college faculty member.

PTED 7282 - Directed Readings in Education
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Concentrated readings and review of research studies and literature relative to areas of significance to P-12 education.

PTED 7287 - Practicum
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Practical experience with students, parents, teachers, and other school personnel in a public school setting under the supervision of a college staff member. May be repeated for credit.

PTED 7294 - Educational Workshop
  (1.0 - 3.0 /0/ 1.0 - 3.0)   These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

PTED 7295 - Educational Workshop
  (1.0 - 3.0 /0/ 1.0 - 3.0)   These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

PTED 7296 - Educational Workshop
  (1.0 - 3.0 /0/ 1.0 - 3.0)   These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization

Philosophy

PHIL 5100 - Phenomenology

(3 /0/ 3)   A historical examination of such twentieth-century phenomenologists as Husserl, Heidegger, Sartre, Mealeau-Ponty, Marcel and Ricoeur.

PHIL 5120 - Professional Ethics
  (3 /0/ 3)   This course examines ethical questions that can arise in the professions and occupations, such as: Is my privacy violated when my job requires that I can be tested for drugs? What should I do if I know that my employer is making an unsafe product? Should physicians ever lie to their patients? Do corporations have any responsibilities beyond making a profit for their shareholders? The course also examines more theoretical issues concerning professionalism and the professions, such as the nature of the relationship between professionals and clients and the connection between ordinary and professional morality.

PHIL 5381 - Independent Study
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Guided investigation of a topic not addressed by regularly scheduled courses. Students must propose a detailed plan of readings, articulating precise learning objectives, and must secure the written consent of both a supervising instructor and the department chair.

PHIL 5385 - Special Topics
  (0 /0/ 3)   An examination of a topic in philosophy that transcends the boundaries of the fixed curriculum. Requires permission of the department chair to repeat.

Physical Education

PHED 6622 - Current Issues in Physical Education and Sport
  (3 /0/ 3)   Opportunity for students to analyze issues, theories, and practices of current topics relative to physical education and sport.

PHED 6628 - Health Concerns of the School-Aged Child
  (3 /0/ 3)   The focus of this course is on current issues in disease prevention and health promotion. The course is designed to update educators on the extensive health concerns of school- aged children.

PHED 6660 - Fundamentals of Teaching Health and Physical Education
  (3 /0/ 3)   Prerequisite: Admission to Teacher Education program
In this course, students will be introduced to the teaching of health and physical education with emphasis on the social, historical, and philosophical bases. The students will explore the roles and responsibilities of the health and physical education teacher related to effective practice and quality instruction. Research-based methods of teaching K-12 students will be discussed, reviewed and practiced. Co-requisite: PHED 6665.

PHED 6665 - Methods of Teaching K-12 Physical Education
  (3 /0/ 3)   Prerequisite: Admission to Teacher Education program. This course provides an overview of general pedagogical skills and knowledge related to teaching physical education for k-12 students. The course develops an understanding of the characteristics and needs of children and adolescents, developmentally appropriate curriculum content in elementary and secondary school physical education, and effective teaching skills for elementary and secondary school physical education. The course provides peer teaching experiences in both the classroom and gymnastics and requires students to plan, teach and evaluate physical education lessons. Co-requisite: PHED 6660.

PHED 6667 - Foundations of Nutrition
  (3 /0/ 3)   Knowledge and application of nutritional information to assist school personnel who teach about components of a sound diet.

PHED 6668 - Concepts and Methods in Health Education
  (3 /0/ 3)   Prerequisite: PHED 6660 and PHED 6665 and Admission to Teacher Education program
The focus of this course is on health education curriculum and knowledge related to teaching health in K-12 settings. The topics include the school health index, comprehensive school health program, national health education curricula, national health education standards and teaching resources in health.

PHED 6670 - Movement for Children in Physical Education and Sport
  (3 /0/ 3)   Study of philosophy, theory, content and teaching techniques of movement for children in elementary school and youth sport settings.

PHED 6680 - Physical Education for Children with Disabling Conditions

(3 /0/ 3)   Study of various physical and mental disabilities in school-age children as they relate to motor development and perceptual abilities in the physical education setting.

PHED 6686 - Teaching Internship
 (0 /9.0 - 18.0/ 3.0 - 6.0)   Prerequisite: PHED 6660 and PHED 6665 and Admission to Teacher Education program
Enrollment requires permission of instructor. This course involves practical, supervised teaching experience in a variety of school settings throughout the semester.

PHED 7610 - Curriculum Development in Physical Education
 (3 /0/ 3)   In this course, students will focus on the examination and interpretation of curriculum values. models, designs and trends in physical education. Students will acquire the tools necessary for planning a comprehensive physical education curriculum with an emphasis placed on how to promote a physically active lifestyle.

PHED 7614 - Organization and Administration of Physical Education and Sport
 (3 /0/ 3)   Administrative theory and functions of the management process. Students are expected to develop competencies involving the roles of management from both an administrative and supervisory position.

PHED 7618 - Applied Motor Control
 (3 /0/ 3)   The focus of this course is on the principles of learning as they relate to the acquisition and development of motor skills, motor performance and motor learning throughout life. Applications to teaching K-12 physical education are emphasized.

PHED 7620 - Scientific Foundations of Exercise
 (3 /0/ 3)   Prerequisite: PHED 2603 or PHED 2604
The course focuses on the physiological factors affecting human performance and the physio-logical modifications that occur as individuals engage in exercise. Primary focus is on how the body produces energy during exercise and the modifications within the cardiovascular and respiratory systems throughout exercise bouts.

PHED 7626 - Sociological and Psychological Aspects of Physical Education and Sport
 (3 /0/ 3)   Designed for students to survey aspects of sport that contribute to the importance of sport in American society. Emphasis is placed on the relationship of physical education and sport to religion, ethnic groups, politics, media, women, economics, and education.

PHED 7630 - Legal Issues in Physical Education and Sport
 (3 /0/ 3)   In this course, major legal issues in physical education and sport are examined. Emphasis is on providing educationally and legally sound programs of activity.

PHED 7640 - Research in Health and Physical Education
 (3 /0/ 3)   This course focuses on critical examination of current research in the field of health and physical education and how this research can impact teaching methods and effectiveness. The specific focus is to help students understand research in health and physical education and how it can be utilized to help teachers become more effective.

PHED 7650 - Analyzing Teaching for Professional Growth
 (3 /0/ 3)   In this course, teachers focus on their development as professionals by critically analyzing research and practice of effective teaching in health and physical education. Techniques for observing and analyzing teachers are examined and applied to self and students.

PHED 7669 - Supervision in Health and Physical Education
 (3 /0/ 3)   Seminar/laboratory experience in supervision of the health and physical education teacher and health and physical education student teacher in the public schools.

PHED 7681 - Independent Project
 (3 /0/ 3)   Preparation of an independent project under the direction of a faculty member. Advanced topics in theory, issues, trends, and techniques will be emphasized. Students will specialize in topics, studies, and projects in the area of specialty.

PHED 7682 - Directed Reading

(0 /3/ 3)   This course is designed to allow a student to investigate an area not covered in existing courses. Such independent study requires research skills and motivation to acquire an advanced level of knowledge and understanding in the selected topic. An integrated research paper of the reading is required.

PHED 7685 - Special Topics in Physical Education
 (3 /0/ 3)   Titles and descriptions of specific course will be specified at time of offering. May be repeated for credit.

PHED 7691 - Educational Workshop
 (1.0 - 3.0 /0/ 1.0 - 3.0)   These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

PHED 7692 - Educational Workshop
 (1.0 - 3.0 /0/ 1.0 - 3.0)   These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

PHED 7693 - Educational Workshop
 (1.0 - 3.0 /0/ 1.0 - 3.0)   These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

PHED 8603 - Educational Facilities
 (3 /0/ 3)   This course is designed to provide the graduate student with the importance of the relationship of the total educational program and the physical environment. Same as EDLE 8316.

PHED 8628 - Current Issues in Health Education
 (3 /0/ 3)   Designed to enable teachers to understand and teach issues of a controversial nature, especially sex education and drug education. Knowledge and strategies for teaching class are examined.

PHED 8661 - Critical Analysis of Professional Literature in Physical Education and Sport
 (3 /0/ 3)   Designed to assist the student in understanding and practicing written and oral skills involving critical reasoning and analysis as applied to current sources in physical education and sport.

PHED 8684 - Research Seminar
 (3 /0/ 3)   Prerequisite: EDRS 6401 and PHED 8661   This course will be conducted as a seminar in which the educational specialist student will design and implement a research project. The project will include a written proposal with a literature based rational, and a written report of methods, results, and conclusions.

Physics

PHYS 5203 - Advanced General Physics for Teachers
 (3 /0/ 3)   A survey of general physics for in-service science teachers.

PHYS 5985 - Special Topics in Physics
 (1.0 - 3.0 /0/ 1.0 - 3.0)   Title and description of course to be specified at time of offering. May be repeated for credit. For students pursuing graduate degrees in education.

Planning

PLAN 5701 - Technology and Sustainable Economic Development
 (3 /0/ 3)   Examines economic development policy at all levels of government and the role technology can play in helping promote sustainable economic development.

PLAN 5704 - Planning Theory and Practice
 (3 /0/ 3)   The course provides an overview of the development of planning theory and practice and its usefulness in addressing the challenges facing the practice of public planning in modern society.

PLAN 5705 - Computers in Politics, Planning, and Management
 (3 /0/ 3)   This course will acquaint students with computer-based methods that are used in the fields of political science, planning, and public administration.

PLAN 5721 - Housing and Community Development

(3 /0/ 3)   Introduction to housing and community development issues, problems and policy. Attention is focused on the operation of the housing market, historical development of housing and community development problems, and the evaluation of public and private sector responses to these problems.

PLAN 5722 - Environmental Planning
  (3 /0/ 3)   Introduction to the concepts of environmental planning through an overview of problems, potential solutions, and their relation to methodologies, existing institutions, and other public policy areas.

PLAN 5723 - Transportation Planning
  (3 /0/ 3)   Introduction to the U.S. transportation system and how planning is done for it. Examines contemporary U.S. transportation problems, sources of funding, institutions, and legislation. Presents the theory and methods employed by planners in resolving transportation problems through investment decision plans, operating strategies, and government policies. Stresses the close relationship between transportation and land use decisions.

PLAN 5724 - Sustainable Development
  (3 /0/ 3)   This course examines both theoretical and practical aspects of sustainable development and its relationship to land use planning in an effort to provide students with the skills needed to evaluate and propose activities to plan for sustainable development.

PLAN 5784 - Planning Seminar
  (3 /0/ 3)   Reviews recent books and periodical literature on topics of contemporary planning. Explores/discusses various planning theories and the history of planning in the United States.

PLAN 5785 - Topics in Planning
  (3 /0/ 3)   An in-depth analysis of specific planning topics will be offered. This course may be repeated for credit with different content. Titles and content will be supplied at the time of offering and listed on students' transcripts.

PLAN 5786 - Capstone Project or Internship
  (0 /3.0 - 6.0/ 3.0 - 6.0)   Prerequisite: approval of instructor and chair. OR Individual preparation of paper on a community or regional plan that exhibits mastery of substantive area of planning. Experience working with agency/organization in which planning knowledge can be utilized.

PLAN 6702 - Land Use Planning
  (3 /0/ 3)   Examines and understands existing land use planning methods and formats. Develops land use planning skills and gains experience by developing a land use plan.

Political Science

POLS 5101 - Legislative Process
  (3 /0/ 3)   A study of the role, functions, and organization of the U.S. Congress and state legislatures with special attention to the Georgia General Assembly. Theories of representation and legislative voting patterns are examined, and comparisons between the American political process and that of parliamentary systems made.

POLS 5102 - The Presidency
  (3 /0/ 3)   This course focuses not only upon the institutional and legal frameworks set out in the constitution regarding the Presidency but also upon the historical, philosophical, psychological, and sociological aspects of the office. The American system of checks and balances is compared to that of parliamentary democracies.

POLS 5103 - Public Opinion
  (3 /0/ 3)   This course examines the nature and development of public opinion in America and the inter-action between public opinion and government. The influence of public opinion on government institutions and public policy formation in America and the impact of government upon citizens' attitudes and opinions are explored.

POLS 5200 - Principles of Public Administration
  (3 /0/ 3)   An introductory examination of the characteristics of the public organization and its impact on society. Analysis of the theories of public administration, personnel issues, budgetary activities, legal dynamics, as well as historical development of the field are included.

POLS 5202 - Interorganizational Behavior

(3 /0/ 3)   An examination of the interactions between various levels of government, nonprofit and private organizations in the federal system.

POLS 5204 - Public Finance
   (3 /0/ 3)   A study of the equity and economic effects of government spending programs, taxes, and debt. The course is primarily applied microeconomics. Same as ECON 5440.

POLS 5207 - Technology Policy
   (3 /0/ 3)   Technology Policy will emphasize the development of national and state energy, manufacturing, information, and medical technology policies and how they structure society, business, and, in turn, government. Interactive exercises foster student understanding of the issues, groups involved, and the dynamics of change.

POLS 5208 - Health Policy
   (3 /0/ 3)   This course examines the health policy at the national, state, and local levels, with a detailed look at the steps in the process, groups involved, and resultant policies. Through group exercises, each student will experience the policy process, gain an understanding of the dynamics of change, and develop the ability to form coherent policies.

POLS 5209 - Environmental Policy
   (3 /0/ 3)   Environmental Policy will emphasize the national and state policy making process, focusing on the dynamics of pluralist change, policy implementation and current environmental status.

POLS 5210 - Public Management
   (3 /0/ 3)   Various changes in the management of public organizations are identified and analyzed. Includes the role of technology, modification of the relationship between public and private spheres, and current trends in the management of change and supervision of a diverse work force.

POLS 5211 - State and Local Politics and Administration
   (3 /0/ 3)   An in-depth study of the political process and administrative procedures used in American state and local governments to address social, economic and political issues. Comparative analysis of relevant actors and strategies across the states is incorporated.

POLS 5212 - State and Local Government Finance
   (3 /0/ 3)   Exploration of rationale for public revenues and expenditures, with emphasis on practical application and current state and local finance issues.

POLS 5213 - Comparative Public Administration and Policy
   (3 /0/ 3)   This course introduces students to the field of Comparative Public Administration and Comparative Public Policy. Focusing primarily on democratic states, it explores recent innovation in public administration and policy evolution and transformation within the context of the modern welfare state. It examines the institutions and political setting in six countries: Brazil, Germany, the UK, Japan, the United States, and Sweden, and addresses policy areas ranging from social welfare to environmental politics.

POLS 5214 - Urban Politics
   (3 /0/ 3)   This course provides an in-depth examination of the major areas of scholarly inquiry in urban politics. The course begins with an overview of theoretical foundations and model of urban politics. Contemporary approaches to studying urban politics from a political economy or regime perspective are given special attention. The remainder of the course is divided into two major areas of inquiry: (1) urban political institutions and (2) political behavior and political processes in urban settings.

POLS 5215 - Management of Nonprofit Organizations
   (3 /0/ 3)   This course is designed to explore the theoretical principles and practical applications of management for charities and/or nonprofit organizations. The underlying thesis of this course is that by understanding fundamental principles such as developing effective mission and objectives statements, fundraising, marketing and accounting strategies, nonprofits can become more effective and responsive to their constituency's needs. The course will include a field research component.

POLS 5216 - Gun Policy
   (3 /0/ 3)   Gun control policy is one of the most contentious policy issues in not just the United States, but in other advanced democracies of the world. This class is designed to analyze and assess why gun control policy exists in its current state. The course will explore a variety of arguments for the current state of gun control policy. By the end of the semester students should be able to analyze and evaluate how culture, agenda setting

and formulation, institutions and policy making, interest groups, the media, parties, elections, public opinion, and other factors shape gun control policy in the United States.

POLS 5217 - Grant Writing for Nonprofit Organizations
  (3 /0/ 3)   This course helps to develop the skills necessary for students to have the knowledge to be able to develop a solid funding grant proposal. This course is ideal for students who are working for nonprofit and government agencies and are seeking to develop the skills needed to become an effective grant writer. Additionally this course is ideal for students who work with and/or supervise grant based programs or agencies and who wish to acquire the knowledge of how the grant process works.

POLS 5301 - Constitutional Law I
  (3 /0/ 3)   Study of the constitutional divisions of power among the branches of the national government and between the national and state governments.

POLS 5302 - Constitutional Law II
  (3 /0/ 3)   Study of the application and interpretation of the constitutional protections by the American courts.

POLS 5405 - Politics in the European Union
  (3 /0/ 3)   This course is a graduate introduction to the history, political institutions, and policy of the European Union. In the past half-century, the EU has grown from a set of weak and poorly defined institutions with a limited policy domain and an emphasis on national sovereignty into an extensive political system with increasingly strong supranational actors influencing all aspects of political and economic life.

POLS 5406 - British Politics
  (3 /0/ 3)   This course analyzes the politics of the United Kingdom, investigating the Norman roots of British politics. It focuses on the evolution and functioning of the current political system and the institutional structure of Britain. We discuss who has the power and how it is used. The course also addresses the interplay between a unitary state structure and regionalism in Scot-land, Wales, Northern Ireland and England as well as cultural and political identity in those regions.

POLS 5408 - EU Science & Technology Policy
  (3 /0/ 3)   This class will examine Science and Technology Policy, with particular attention to the European Union and (for comparison) the United States. The course begins with an overview of technological innovation, and of the current state of science and policymaking in the EU and the US. The class then examines how governments can encourage scientific and technological innovation, and concludes by asking whether government and society can (or should) try to limit or control technological innovation.

POLS 5411 - Federalism and Multilevel Governance in the EU
  (3 /0/ 3)   Federalism and Multilevel Governance in the EU. Students taking this course will learn about the different types of federalism in a comparative US-Europe context. In examining the relationship between various levels of government in the EU, the multi-level character of the Union will emerge. The complex relationship between levels of government will be examined.

POLS 5412 - Democracy and the EU
  (3 /0/ 3)   This course analyzes the concepts of democracy and the process of democratization around the world. First, we will discuss the range of definitions of democracy, and some of the difficulties associated with the concept and it measures. Second, we will examine how key regime characteristics lead to different modes of democratic transitions, and we will identify the key determinants of democratic consolidation. Finally, we study the process of democratic erosion and breakdown.

POLS 5413 - Social Policy in Europe
  (3 /0/ 3)   This course examines the history of social policy in the European Union, and the course focuses on the current social policy arrangements in Europe and in the European Union. We will examine gender policy, education, child care, elder care, and other policies in the context of improving social conditions in the domestic policy arena.

POLS 5414 - Hist of European Integration
  (3 /0/ 3)   This course examines the different integrational pushes in Europe, including the EU. We will compare various regional organizations and examine the reasons that the EU has survived, grown, and prospered when several other alternatives did not.

POLS 5462 - American Politics since 1933

(3 /0/ 3)   A study of the history of American politics from the New Deal to the present, with emphasis on the history of the presidency, electoral changes, political ideologies, political parties, and national political trends.

POLS 5501 - International Law
(3 /0/ 3)   This is an introductory course designed to familiarize students with the body of international law, its applicability, and the existing organs of arbitration and adjudication. The course ex-amines the role of international courts, laws of war and peace, human rights law, migration law and the role of the individual in international law.

POLS 5502 - Gender and Ethnicity in International Politics
(3 /0/ 3)   The course introduces students to the interconnectedness of gender roles and ethnic classifications with international relations. Thus, this course takes an interdisciplinary approach to the study of colonialization, war and peace, revolutionary theory, social movements, development, and human interaction with environment.

POLS 5503 - International Organizations
(3 /0/ 3)   This is an analysis of international organizations with an emphasis on the United Nations. The course examines the role of the UN in peacekeeping, collective security, economic development, and human rights.

POLS 5505 - American Foreign Policy since 1898
(3 /0/ 3)   This course is designed as graduate reading seminar in American foreign policy. The course will discuss the foreign policy process, a brief history of American foreign policy and its traditions, the inputs and outputs that make up foreign policy and a variety of approaches to under-standing foreign policy. The goal of the course is to provide students with the theoretical and analytical tools needed to be intelligent consumers and practitioners of foreign policy. The course will incorporate current events in American foreign policy as a means of demonstrating the academic concepts of the course in practice. This is a seminar course and students are expected to do the required readings prior to each class meeting.

POLS 5507 - US-EU Relations
(3 /0/ 3)   This course examines political institutions in the European Union and the United States and how the factors of culture, ideology, history, structure, and political leadership shape action in key policy arenas. The course is focused on the history of the relationship between the EU and the US and on current issues in the transatlantic relationship.

POLS 5508 - European Economic and Monetary Union
(3 /0/ 3)   This course addresses the core policies of the enlarged European Union, focusing on those relating to money and monetary decision making. It analyzes the evolution of the major policy areas and institutions, as well as the evolution of the European Monetary System as a whole. It examines the emergence of the Euro and focuses on recent economic trends and problems in the Euro-zone.

POLS 5509 - EU Law & Legal Systems
(3 /0/ 3)   This course focuses on the legal institutions that constitute the European Union and the legal processes of those institutions. The course examines the body of law, both static and dynamic, on which these institutions rest and that have been produced by the institutions themselves. This law includes the several treaties that provide the legal basis of the EU; the body of statutory law enacted by the Parliament, the Council, and the Commission; and the judicial decisions adjudicated by the Court of Justice and the Court of First Instance; and finally, the administrative rulings issued by the European Ombudsman.

POLS 5510 - Foreign Policy & the EU
(3 /0/ 3)   The course explores regionalism in international relations with a focus on how its growing complexity reflects the variations in regional political, social, and cultural contexts. The early part of the course focuses on theories of regional integration. The remainder of the course will examine these three regions of the world in light of these theories. We will explore differences in institutional design, goals, and scale across these regions and how these differences reflect the particular context of these regions. We will focus on three intergovernmental institutions: The European Union, The North American Free Trade Agreement, and the African Union (formerly the Organization of African Unity). Special attention shall be given to the role of the EU as an exemplar of regional integration and its influence in the evolution and design of the other two organizations.

POLS 5515 - Terrorism and Counterterrorism
(3 /0/ 3)   This course is a graduate reading course in terrorism and counter-terrorism. This course will discuss what terrorism is and where it fits in the contemporary conflict spectrum in international relations. We will

examine the role of terrorism across time with an emphasis on the 20th and 21st centuries and particular focus on the contemporary context. We will explore the issues raised by contemporary terrorism and seek to explore how this has changed since the end of the Cold War. The course will also deal with efforts to control terrorism in various parts of the world. Primary focus will be on counter-terrorism efforts since 9/11.

POLS 5516 - American National Security Policy
  (3 /0/ 3)   This course is a mixed upper division/graduate course in American National Security Policy. This course focuses on the formulation and implementation of American national security policy. The course will cover the basic theoretical models for the policy process as well as the conceptual foundations of national security policy. The course will cover the inter-relationship between policy-makers, institutional frameworks, and the political process. The goal of the course is to provide a solid foundation of knowledge relating to the national security apparatus of the United States.

POLS 5518 - Arab-Israeli Conflict
  (3 /0/ 3)   The course explores the historical origins of the conflict in modern Zionism and colonialism and traces is development through the various hot and cold conflicts of the post WWII era. The course will discuss the inter-relationship between the power politics of nations and the politics of identity. The Arab-Israeli conflict will be situated within the wider regional politics in the Middle East as well as temporally in the context of the post WWII international system. This course will explore the complexity of the conflict as well as various attempts at its resolution. The course will also explore the potential impact of the changes of the Arab Spring on the dynamics of the conflict.

POLS 5601 - Ancient and Medieval Political Thought
  (3 /0/ 3)   A critical reading of selected works by major ancient and medieval western political thinkers, e.g., Sophocles, Thucydides, Plato, Aristotle, Augustine, Aquinas, and Machievelli.

POLS 5602 - Modern Political Thought
  (3 /0/ 3)   A critical reading of the major works which form the basis for political thinking in modern times. Authors include such thinkers as Hobbes, Rousseau, Marx, Hegel, and Nietzsche, exploring issues like freedom, family, community, order, and the modern state.

POLS 5603 - American Political Thought
  (3 /0/ 3)   A critical reading of selected essays, speeches, debates, and literary works from America's great and unique political tradition. The course will focus on various major themes, for in-stance, commerce, freedom, justice, race, democracy, representation, community, or family life.

POLS 5701 - Technology and Sustainable Economic Development
  (3 /0/ 3)   Examines economic development policy at all levels of government and the role technology can play in helping promote sustainable economic development.

POLS 5705 - Computers in Politics, Planning, and Management
  (3 /0/ 3)   This course will acquaint students with computer-based methods that are used in the fields of political science, planning, and public administration.

POLS 5721 - Housing and Community Development
  (3 /0/ 3)   Introduction to housing and community development issues, problems and policy. Attention is focused on the operation of the housing market, historical development of housing and community development problems, and the evaluation of public and private sector responses to these problems.

POLS 5722 - Environmental Planning
  (3 /0/ 3)   Introduction to the concepts of environmental planning through an overview of problems, potential solutions, and their relation to methodologies, existing institutions, and other public policy areas.

POLS 5723 - Transportation Planning
  (3 /0/ 3)   Introduction to the U.S. transportation system and how planning is done for it. Examines contemporary U.S. transportation problems, sources of funding, institutions, and legislation. Presents the theory and methods employed by planners in resolving transportation problems through investment decision plans, operating strategies, and government policies. Stresses the close relationship between transportation and land use decisions.

POLS 5724 - Sustainable Development

(3 /0/ 3)   This course examines both theoretical and practical aspects of sustainable development and its relationship to land use planning in an effort to provide students with the skills needed to evaluate and propose activities to plan for sustainable development.

POLS 5985 - Problems in Politics
  (3 /0/ 3)   Specialized areas of analysis in a subfield of political science with the specific titles announced in the class schedule and entered on the students' transcripts. Students may repeat the course for credit as topics change.

POLS 6200 - Public Budgeting and Financial Management
  (3 /0/ 3)   A hands-on practical course in how governments collect and spend tax dollars and with what effects. Theories of budgeting are examined for their usefulness in the daily realities of the government budgeting setting. Through in-class group assignments, students learn to construct budgets with economic data, write policy statements, and demonstrate an understanding of capital budgeting, cash and accounting principles.

POLS 6201 - Theory of Public Administration and Ethics
  (3 /0/ 3)   What is a good administrator? An examination of dilemmas and hard choices in public administration looked at from three conflicting perspectives: the good person, the good administrator, and the good citizen. topics include personal versus organizational responsibility; professional expertise versus democratic accountability; authority and culpability; and the relation between bureaucratic knowledge and the power it fosters.

POLS 6202 - Research Methods for Public Administration
  (3 /0/ 3)   Research techniques and computer applications relevant to public and nonprofit agencies. The design, data collection, and analysis component of the research process are emphasized.

POLS 6203 - Public Organizational Theory
  (3 /0/ 3)   A survey of the major theories of organizational design and behavior with an emphasis on comparisons of public, private, and nonprofit agencies.

POLS 6204 - Public Policy Analysis and Program Evaluation
  (3 /0/ 3)   Concepts, techniques of analysis and evaluation methods for the design and assessment of public policy and programs.

POLS 6205 - Administrative Law and Procedures
  (3 /0/ 3)   A detailed study, by ways of cases and controversies, of the Constitutional, legal, ethical, and administrative principles which regulate the actions of public servants, the course examines cases from both federal and state administrative experience.

POLS 6206 - Public Human Resource Management
  (3 /0/ 3)   An examination of the processes, policies, and laws pertaining to public personnel, the course analyzes issues concerning personnel administrators including employee protection, motivation, and efficiency.

POLS 6283 - Continuing Research
  (0 /1/ 1)   This course is for students completing degree requirements who will be using staff time of University facilities and for whom no regular course is appropriate.

POLS 6285 - Special Topics in Public Policy/Administration
  (3 /0/ 3)   Specific titles announced in class schedules and entered on transcripts. Course may be repeated as topics change.

POLS 6286 - Public Administration Internship
  (0 /0/ 3.0 - 6.0)   Taken at the completion of the student's degree program. Students not employed in public service will complete a 3-month internship in a governmental agency. An exit paper will be required. It will analyze an actual problem which confronts the agency, describe the problem-solving and decision-making processes involved in the solution, evaluate the supportive evidence for the decision made. Finally, the paper will evaluate linkages between the internship or work experience for the in-service student, classroom materials, and public administration literature. An oral defense of the paper before the student's committee is required. In-service students will received 3 hours credit, and preservice students may receive 3 or 6 hours credit.

POLS 6287 - Comprehensive Research Project

(3 /0/ 3)   At the completion of the MPA program the student will submit an exit paper. This is a research paper analyzing an element of public administration and/or policy. The successful paper will be presented by the student in an oral defense.

POLS 6290 - Practicum and Assessment
  (3 /0/ 3)   This course assures that students gain practical knowledge and skill in program and policy administration by applying the latest and most effective theory and practice to real-world problems. Students both identify and offer alternative approaches to meet needs of a service, community, or public organization.

POLS 6702 - Land Use Planning
  (3 /0/ 3)   Examines and understands existing land use planning methods and formats. Develops land use planning skills and gains experience by developing a land use plan.

POLS 6981 - Directed Readings
  (0 /0/ 1.0 - 3.0)   In-depth, individualized research on specific political problems and issues using recent, up-to-date public administration research work and journal articles.

Psychology

PSYC 5030 - History and Philosophy of Psychology
  (4 /0/ 4)   An intensive exploration of the major theoretical themes in psychology in historical and contemporary contexts.

PSYC 5040 - Psychology of Dreams
  (3 /0/ 3)   An exploration of the content analysis of dreams as a vehicle for personal growth. Classical theories (e.g., Freudian, Jungian, Gestalt) will be covered, as well as contemporary physiological, phenomenological and cognitive theories. Emphasis will be placed on personal under-standing of one's dreams as they relate to everyday life.

PSYC 5070 - Psychology of Myth and Symbol
  (3 /0/ 3)   A study of myths and symbols in human expression.

PSYC 5085 - Horizon Seminar
  (3.0 - 4.0 /0/ 3.0 - 4.0)   A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology, which are special interest to students and faculty. May be repeated for credit.

PSYC 5090 - Groups and Group Process
  (3 /0/ 3)   An introduction to factors affecting the formation, evolution and development of groups and group process. Examines factors affecting groups and group process in a variety of settings. Includes discussion of leadership styles and their impact on group functioning and group process.

PSYC 5130 - Eastern and Transpersonal Psychologies
  (4 /0/ 4)   Introduction to spiritual experience and its understanding in Hinduism, Buddhism, and transpersonal psychologies.

PSYC 5140 - Psychology of Gender
  (3 /0/ 3)   Gender-related perspectives on human psychology. Emphasis on helping men and women to re-examine their self-images in the light of contemporary gender-based movements.

PSYC 5160 - Psychology of Love
  (3 /0/ 3)   An exploration of the dynamics involved in building an intimate relationship that is fulfilling to all parties. By way of definition the important aspects of a love relation are discussed.

PSYC 5200 - Parapsychology
  (3 /0/ 3)   An examination of the ways scientists and psychologists investigate unusual experiences such as telepathy, pre- cognition, psycho-kinesis, remote viewing and clairvoyance. Parapsychology's impact on consciousness studies, research design, and medicine and healing is discussed.

PSYC 5230 - Phenomenological Psychology
  (3 /0/ 3)   A study of the foundations, method and applications of phenomenology in psychology with special attention to the nature of the self and the scientific attitude.

PSYC 5270 - Psychology of Childhood
(3 /0/ 3)   A psychological study of the pre-adult world, emphasizing psychological growth from the prenatal period through adolescence. Developmental issues will be examined from psychoanalytic, psychosocial, phenomenological, and transpersonal perspectives.

PSYC 5280 - Psychology of Adolescence and Adulthood
(3 /0/ 3)   A psychological study of the adult world, emphasizing psychological growth from the end of adolescence through old age. Developmental issues will be examined from psycho- analytic. psychosocial, phenomenological and transpersonal perspectives.

PSYC 5290 - Moral and Social Development
(3 /0/ 3)   Explores the cross-cultural structure and psychological dimensions of the moral self, and its evolving relationship with the interdependent social world.

PSYC 5300 - Seminar in Global Studies
(0 /3/ 3)   An interdisciplinary study of a selected culture, involving history, politics, sociology, and economics, as well as literature, art, music and spiritual life. The course includes a trip to the area studied. Same as FORL 5300.

PSYC 5500 - Explorations into Creativity
(3 /0/ 3)   An experiential exploration into the nature of creativeness. Relevant research will be related to students' attempts to discover their own creative potential.

PSYC 5660 - Advanced Topics in Abnormal Psychology
(3 /0/ 3)   An in-depth examination of a topic within abnormal psychology. Subject matter will change from semester to semester.

PSYC 5670 - Values, Meanings, and Spirituality
(3 /0/ 3)   A study of the human need to structure living around sets of meanings and values and a consideration of the spiritual nature and implications of this need.

PSYC 5700 - Ecopsychology
(4 /0/ 4)   This course offers an exploration of the emerging field of ecopsychology, an interdisciplinary focus on the conjoined themes of eco and psyche. The course will deepen understanding of major currents that constitute ecopsychology, facilitate comprehension of their impact on the conceptual foundations of the discipline of psychology, and consider applications of ecopsychology as professional practice.

PSYC 6000 - Foundations of Humanistic Psychology
(4 /0/ 4)   An examination of the paradigm of psychology as a specific- ally humanistic discipline. Its focus is on the historical origins and philosophical foundations of the approach. Required for M.A. students.

PSYC 6010 - Human Growth and Potential
(4 /0/ 4)   Self-disciplinary inquiry to facilitate greater awareness of where one is coming from so as to attain greater freedom in relation to where one is going. Required for M.A. students.

PSYC 6083 - Research Methods
(3 /0/ 3)   An introduction to research methodology and development of research projects. Potential benefits and limitations of quantitative approaches and ethical considerations will provide a ground for theoretical and applied exploration of research methods particular to the human sciences.

PSYC 6085 - Advanced Theories
(3 /0/ 3)   In-depth study of a specific theory of psychotherapy/ intervention with individuals, groups, or families, with focus on explanation, prevention, and treatment of struggle. The specific theoretical focus will vary by semester, and will be indicated following the colon in the course title and on the student transcript. May be repeated for credit.

PSYC 6151 - Psychological Appraisal
(3 /0/ 3)   Techniques for understanding individual personality and behavior such as observation, interviewing, and tests of ability, achievement, interest, motivation, and social characteristics. Same as CEPD 6151.

PSYC 6161 - Counseling Methods

(3 /0/ 3)   An overview of various counseling theories, the counselor as a person and skill building through the use of video tape feedback in developing personal strengths in counseling.

PSYC 6180 - Advanced Counseling Methods
  (3 /0/ 3)   Emphasizes the mastery of attending, responding, action and termination strategies necessary to assist client's progress through the stages of counseling. Focuses on the counseling skills which facilitate client self-understanding, client goal-setting and client actions. Same as PSYC 6161

PSYC 6200 - Theoretical Approaches to Counseling and Psychotherapy
  (4 /0/ 4)   A comprehensive approach to the basic paradigms of the major systems of individual psychotherapy. The emphasis will be upon bringing light to the cardinal issues that are always at stake in any form of therapeutic praxis. The explanatory standpoint that emphasizes techniques and skills will yield to a foundational approach aimed at understanding the art/ science of therapy.

PSYC 6220 - The Counseling and Psychotherapy Process
  (3 /0/ 3)   A practical introduction to the methods of initiation, facilitation, and termination of the psychotherapeutic process. Therapeutic frame and contract, transference and counter transference issues are explored through lectures and role-playing exercises with volunteer clients.

PSYC 6230 - Group Counseling and Psychotherapy
  (3 /0/ 3)   The history, philosophy, principles, and practice of group counseling and theory. Includes pertinent research in the dynamics of group interaction in group counseling settings. Same as CEPD 6160

PSYC 6240 - Principles of Family Therapy
  (3 /0/ 3)   An exploration of principles, basic concepts, theoretical assumptions and a variety of therapeutic techniques in the field of family therapy from both historical and contemporary perspectives. Major approaches such as intergenerational, structural, strategic, and constructionist are highlighted.

PSYC 6260 - Clinical Hypnosis
  (3 /0/ 3)   This course combines lecture, demonstration, and supervised practice to develop skills in clinical hypnosis. Topics include: phenomena of hypnosis, methods, and techniques of induction, self-hypnosis, application to clinical practice along with professional and ethical issues. Students will be given the opportunity to practice in small group settings.

PSYC 6270 - Foundations of Clinical Interviewing
  (3 /0/ 3)   A gateway course to our offerings in clinical psychology. Introduces the student to a phenomenologically-based approach and method toward gathering and writing up descriptive data derived from initial intake interviews. Also serves as a foundation for approaching psychological assessment in psychotherapy situations.

PSYC 6280 - Theory and Practice of Clinical Assessment
  (3 /0/ 3)   An introduction to basic principles, concepts, theoretical assumptions, and various assessment approaches from both historical and contemporary perspectives, as well as factors influencing appraisal. Emphasis on validity, reliability, and analysis of psychometric data will be contrasted with more subjective, existential, and phenomenologically grounded approaches to understanding people. Students will learn to write reports based on information gathered from interviews, projective strategies and other data sources.

PSYC 6283 - Continuing Research
  (0 /1/ 1)   This course is for students completing degree requirements who will be using staff time or University facilities and for whom no regular course is appropriate.

PSYC 6284 - Psychopathology and Health
  (3 /0/ 3)   A seminar designed to explore theoretical and practical issues of psychological difficulty and well-being.

PSYC 6287 - Clinical Practicum
  (3 /0/ 3)   Structured supervised experience in counseling and psychotherapy in agency settings. May be repeated for credit. Students will enroll concurrently in 1-credit hour tutorial- clinical supervision.

PSYC 6390 - Psychological Suffering and Disorders

(3 /0/ 3)   An introduction to those milder forms of psychological disorders - including anxiety reactions, phobias, depression, dissociative and conversion hysteria, obsessive- compulsive disorders, and paranoid reactions. Nature, etiology, and dynamics explored through traditional and phenomenological approaches.

PSYC 6393 - Personality Disorders
  (3 /0/ 3)   An exploration of the nature, dynamics and etiology of those psychological disorders termed 'personality disorders. Overall description and subtype classification will be discussed from traditional and phenomenological approaches.

PSYC 6397 - Psychotic Disorders
  (3 /0/ 3)   An exploration of those serious psychological disorders termed the psychoses. Both affective and thinking disorders will be considered, with attention to their nature, dynamics and origins. Traditional and phenomenological approaches will be used.

PSYC 6400 - Psychology, Culture, and Society
  (4 /0/ 4)   An intensive exploration of the effects of culture on psychological life that works with recent ideas on the interrelationship of history, culture, and the psychological. The course draws upon theory and research approaches derived from feminism, qualitative research paradigms, cultural studies, discursive analysis, psychoanalysis and critical theory.

PSYC 6550 - Lacanian Psychoanalysis
  (3 /0/ 3)   An introduction to the clinical field of Lacanian Psychoanalysis involving understanding the theoretical background and clinical foundations of the approach to the subject of the unconscious found in the work of French psychoanalyst Jacques Lacan. Course covers the implications of his reading of Freud and psychoanalysis.

PSYC 6584 - Seminar in Phenomenological Psychology
  (3 /0/ 3)   This seminar will provide either an in-depth focus on a particular phenomenological thinker (such as Husserl, etc.) or a theme of phenomenological study (such as perception, memory, imagination, etc.).

PSYC 6700 - Advanced Experiential I
  (3 /0/ 3)   Experiential activities aimed at developing a capacity for empathy. Examples: cross-cultural experience where the student can live in a significantly different culture or sub-culture to enter the phenomenological framework of this group; survival experiments; other ventures decided on by the professor and student.

PSYC 6710 - Advanced Experiential II
  (3 /0/ 3)   Experiential activities aimed at developing a capacity for empathy. Examples: cross-cultural experience where the student can live in a significantly different culture or sub-culture to enter the phenomenological framework of this group; survival experiments: other ventures decided on by the professor and student.

PSYC 6720 - Advanced Experiential III
  (3 /0/ 3)   Experiential activities aimed at developing a capacity for empathy. Examples: cross-cultural activities, live-in experience where the student can live in a significantly different culture or sub-culture to enter the phenomenological framework of this group; survival experiments; other ventures decided on by the professor and students.

PSYC 6750 - Group Project I
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Discipline-related long term project, initiated, planned, and cooperatively carried out, culminating in tangible, original, professional level production, or recognized contribution to the field. Examples: educational film, new research avenues, book, journal, newsletter, new field applications.

PSYC 6760 - Group Project II
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Continuation of Group Project I (PSYC 6750) into following semester.

PSYC 6785 - Advanced Horizon Seminar
  (3.0 - 4.0 /0/ 3.0 - 4.0)   A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology which are of special interest to students and faculty.

PSYC 6800 - Psychology of Mind and Body

(3 /0/ 3)   Examines the effects of psychological experiences on bio- physiological processes. Topics discussed include: psychoneuroimmunology, state-dependent learning, mind/body therapies (e.g., bio-feedback, meditation, hypnosis, guided imagery, etc.), and mind/body disciplines (e.g., yoga, tai chi, etc.).

PSYC 6881 - Independent Project
 (0 /1.0 - 3.0/ 1.0 - 3.0)   Preparation of an independent project under the direction of the professor. May be repeated for credit.

PSYC 6882 - Directed Reading in Psychology
 (0 /1.0 - 3.0/ 1.0 - 3.0)   Concentrated readings and review of research studies and literature relative to areas of significance in psychology. May be repeated for credit.

PSYC 6887 - Practicum: Experiences in Human Services
 (0 /1.0 - 3.0/ 1.0 - 3.0)   Individually-designed program of supervised experience in the field of human services aimed at providing opportunities for field-related practice and development of sensitivity, awareness and skills relevant to provision of human services. May be repeated for credit.

PSYC 6899 - Thesis
 (0 /1.0 - 3.0/ 1.0 - 3.0)   Independent study and investigation exploring a definite topic related to the field of psychology. Required for completion of M.A. degree under the thesis option. May be repeated for credit.

PSYC 7003 - Statistics for Social Sciences
 (3 /0/ 3)   Provides a systematic, precise, and rational perspective based on probability theory. Learning involve descriptive and inferential statistics and computer application of statistics and computer application of statistical packages.

PSYC 7004 - Historical Foundations of Psychology
 (4 /0/ 4)   The course is intended to provide historical overview of the field of psychology, including its conceptual situation in broad traditions of thought and as it has developed in its "mainstream" trajectories as a distinct discipline. The main purpose of the course is to reflect on and critically assess standard accounts of psychology's history, which will afford assessment of its future.

PSYC 7020 - Transpersonal Development
 (3 /0/ 3)   An overview of the farther reaches of human development, including consideration of consciousness studies, altered states, spiritual growth, and ways of knowing.

PSYC 7030 - Introduction to Organizational Development
 (3 /0/ 3)   Provides a working understanding of organizational development (OD) and change including the process of change, the forces (internal and external) which impact organizations, and the role of OD and intervention strategies. Students will also gain an understanding of the impact that personally and consulting style may have in an organizational environment.

PSYC 7050 - Consciousness Studies
 (3 /0/ 3)   Examines selected topics in consciousness studies, such as the history of consciousness, the phenomenology of consciousness and society, etc. May be repeated for credit.

PSYC 7102 - Lifespan Human Development
 (4 /0/ 4)   Study of human growth and development from birth through aging and death. The course focuses on areas of physical, cognitive, social, personality, and emotional development as a series of progressive changes resulting from the biological being interacting with the environment. It will study factors affecting these changes within historical, multicultural, and special needs contexts of development.

PSYC 7132 - Gestalt
 (3 /0/ 3)   An introduction to Gestalt therapy as a conceptual theory and a psychotherapeutic practice. This course will cover the historical development of Gestalt therapy as well as specific therapeutic strategies. Same as CEPD 7132.

PSYC 7133 - Transactional Analysis
 (3 /0/ 3)   An overview of transactional analysis with emphasis on application for personal and professional development. This course will cover the historical and theoretical development of transactional analysis as well as specific strategies for personal and professional development. Same as CEPD 7133.

PSYC 7250 - Foundations of Psychoanalysis
 (3 /0/ 3)   Addresses fundamental concepts in psychoanalysis through a rerun to Freud's texts and exploration of the basic schools psychoanalysis after Freud. The emphasis is on clinical practice and the relationship between psychoanalysis and psychology. Course will require clinical and/or research applications.

PSYC 7430 - Cross-Cultural Communication
 (3 /0/ 3)   This course is a combination of on-campus experiences, travel to foreign countries, and other appropriate experiences specifically designed to thematically explore cultural and ethnic dimensions in order to deepen psychological understanding. Three hours may be used to satisfy the Psychology Department's foreign language requirement. May be repeated for credit up to 12 hours.

PSYC 7460 - Advanced Organizational Development
 (3 /0/ 3)   An analysis of the processes for organizational development and renewal with emphasis on individual and organizational health. Special attention will be given to effective processes for change agent in the organizational context.

PSYC 7490 - Phenomenology of Social Existence
 (3 /0/ 3)   An exploration of the phenomenology of intersubjectivity as a horizon of human existence.

PSYC 7500 - Existential Psychology
 (3 /0/ 3)   An inquiry into the influences of selected existential themes-such as anxiety, being-in-the-world, being-for-others-with an emphasis on their appearance in psychology.

PSYC 7600 - Personality and Motivation
 (3 /0/ 3)   Survey of theories of personality and motivational factors from a sampling of psychological, spiritual, and philosophical traditions.

PSYC 7650 - Buddhist Psychology
 (4 /0/ 4)   An introduction to the teachings and psychospiritual methods of the major schools of Buddhism.

PSYC 7670 - Music and the Mind
 (3 /0/ 3)   An inquiry into the relationship between sound and the mind, including music and therapy.

PSYC 7810 - Tutorial
 (1.0 - 4.0 /0/ 1.0 - 4.0)   Students meet in small groups with instructor once a week to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810A - Tutorial
 (1.0 - 4.0 /0/ 1.0 - 4.0)   Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810B - Tutorial
 (1.0 - 4.0 /0/ 1.0 - 4.0)   Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810C - Tutorial
 (1.0 - 4.0 /0/ 1.0 - 4.0)   Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810D - Tutorial
 (1.0 - 4.0 /0/ 1.0 - 4.0)   Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810E - Tutorial
 (1.0 - 4.0 /0/ 1.0 - 4.0)   Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810F - Tutorial
 (1.0 - 4.0 /0/ 1.0 - 4.0)   Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810G - Tutorial

(1.0 - 4.0 /0/ 1.0 - 4.0)   Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7820 - Workshop
 (1 /0/ 1)   This course is offered over three consecutive weekends, 4.25 hours each weekend. Subject matter varies each semester. Variable credit-may be repeated up to twelve times.

PSYC 7830 - Invited Lectures
 (1 /0/ 1)   Invited lectures by a visiting professor. Subject matter varies each semester. Variable credit-may be repeated up to twelve times.

PSYC 8000 - Consciousness and Experience
 (4 /0/ 4)   This study of current approaches to consciousness, especially in light of one's own inner life and with particular attention to the emergence of consciousness, its nature, development, differentiations, and potential deformations and to its role in grounding, shaping, constituting, and orientating human experience.

PSYC 8001 - Culture and Subjectivity
 (4 /0/ 4)   An examination of the dialectical nature of the relationship between subjectivity and culture including recent development in linguistics, textual analysis and research on intersubjectivity.

PSYC 8002 - Studies in Mind-Body
 (4 /0/ 4)   Basic issues in mind/body psychology, such as the phenomenology of embodied consciousness, psychoneuroimmunology, neuroscience, holistic health and contemplative disciplines.

PSYC 8004 - Development, Transformation, and Change
 (4 /0/ 4)   This course explores dimensions of change at the individual and social levels. It will draw upon more traditional developmental models and integrate these with other approaches to spiritual growth, social transformation and/or psychological change. The course will be interdisciplinary and different perspectives on transformation and development will be introduced.

PSYC 8005 - Human Science Methodologies
 (4 /0/ 4)   An examination of the practice and application of research methodologies such as qualitative, phemonological, hermeneutic, ethnographic, and discourse analysis.

PSYC 8006 - Advanced Human Science Methodologies
 (4 /0/ 4)   Advanced applications and design of qualitative methods and their fields of application, including health psychology, education, community, program evaluation and other fields.

PSYC 8007 - Critical Foundations of Psychology
 (4 /0/ 4)   This course represents one of the program's fundamental approaches to the study of consciousness and society. This course provides a historical and current day perspectives on the seminal philosophical, theoretical and empirical perspectives in the discipline of critical psychology. Within this course we develop an understanding of consciousness as situated at the intersection of systems of power, be it at the individual, group or societal level.

PSYC 8008 - Humanistic Foundations of Psychology
 (4 /0/ 4)   This course represents one of the program's fundamental approaches to the study of consciousness and society. The course examines the paradigm of psychology as a specifically humanistic discipline. Its focus is on the historical origins and philosophical foundations of this approach.

PSYC 8009 - Transpersonal Foundations of Psychology
 (4 /0/ 4)   This course represents one of the program's fundamental approaches to the study of consciousness and society. It provides a theoretical and experiential foundation in transpersonal psychology. Western psychology often focuses on the individual person as a single, separate, extrinsically existing entity in relation to others. Transpersonal psychology challenges this assumption, effectively returning to psychology's original meaning as the study (or revealing) of soul or spirit.

PSYC 8010 - Theoretical Foundations of Psychological Inquiry
 (4 /0/ 4)   Philosophy of inquiry is the foundational course for the research sequence. The course focuses on problems and concepts with direct relevance to psychological inquiry. Including a survey of historical views of science and scientific method, and competing views of what grounds the authority of science.

PSYC 8102 - Psychospirituality and Transformation
  (4 /0/ 4)   An examination of wisdom traditions and approaches to psychospirtual personality integration and how they apply to modern human problems.

PSYC 8103 - Science, Technology, and Consciousness
  (4 /0/ 4)   An examination of the individual and social psychological significance of living in an increasingly technological world, including implications for such issues as identity, agency, cultural change, and adaptation.

PSYC 8185 - Special Topics in Human Development
  (4 /0/ 4)   Special series of seminars meant to explore subjects in human development which are of particular interest to students & faculty.

PSYC 8260 - Psychology, Epistemology, and Ethics
  (4 /0/ 4)   Often attributed to religion and perforce, confounded by differing opinions, epistemology and ethics - the study of knowledge and values, of truth and goodness, respectively - are matters of the human mind. To elucidate the crisis in these two disciplines, the course provides a historical overview of them; and to offer realistic hope of addressing the crisis, the course focuses on Bernarad J.F.Lonergan's analysis of intentional consciousness and its inherent norms for correct knowledge and responsible decision.

PSYC 8270 - Depth Psychology
  (4 /0/ 4)   Topics in depth psychological theories of the unconscious.

PSYC 8280 - History of Consciousness
  (4 /0/ 4)   Examination of the evolution of human consciousness through a focus on key historical epochs in civilization and the transformations wrought in each.

PSYC 8290 - Approaches to Community
  (4 /0/ 4)   Identification of the interplay of social, individual, and other factors at work in given community issues and problems.

PSYC 8300 - Exploratory Methods in Consciousness Studies
  (4 /0/ 4)   Practice in the cultivation of methods of conscious awareness, such as meditation, yoga, and other forms of mental discipline.

PSYC 8301 - Program Evaluation
  (4 /0/ 4)   Advanced studies in program evaluation; applied settings are emphasized.

PSYC 8581 - Independent Project
  (0 /0/ 1.0 - 4.0)   Independent research in a particular topic, under the supervision of a professor.

PSYC 8584 - Advanced Seminars
  (0 /0/ 4)   These seminars will offer advanced study in special topics; Child & Youth Care, Organizational Transformation, Community Building & Generativity, Disaster Mental Health, Cultural Diversity and Community.

PSYC 8884 - Psychology Proseminar
  (0 /1.0 - 3.0/ 1.0 - 3.0)   This post-master's-level seminar introduces students to advanced study in psychology by critical examination of key issues in contemporary psychology. Particular topics will vary. May be repeated for credit.

PSYC 8887 - Advanced Practicum in Psychology
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Post-master's-level supervised practicum in an applied setting. May be repeated for credit.

PSYC 9002 - Doctoral Qualifying Seminar
  (2 /0/ 2)   The doctoral qualifying course serves two purposes. Firstly it prepares a student for comprehensives, which will be presented within the context of the class. Secondly, it allows one to discuss and develop a frame for a dissertation proposal and leads to a proposal draft. May be repeated once for credit. Student should have completed all required classes and required hours to enroll

PSYC 9087 - Teaching Practicum
  (0 /0/ 4)   Development of expertise as a teacher in both academic and psycho-educational settings.

PSYC 9187 - Practica
  (0 /0/ 4)   A focused immersion into a specific psycho-social intervention, in the course of which the student is to develop a systemic understanding of the issue(s) addressed, as well as a concept of what constitutes a change in consciousness awareness or systemic transformative intervention around those issues.

PSYC 9887 - Internship
  (4 /0/ 4)   Internship is defined as intensive and independent fieldwork experience that occurs concurrently with dissertation research. It typically follows proposal defense and comprehensives. The internship should bear a clear and articulated relationship to student's interests and doctoral program aims and teachings. It is at least one semester long. Site, hours and supervisory contract will be negotiated by the student, the internship instructor and appropriate personnel site supervisors.

PSYC 9999 - Dissertation
  (0 /0/ 1.0 - 9.0)   Student enrolls in PSYC 9999 each semester after completing comprehensives and course-work. (Required) Variable credit up to 9 hours.

PSYG

PSYG 5610 - Nature and Need of Talented and Gifted
  (3 /0/ 3)   Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

PSYG 7600 - Assessment of Talented and Gifted
  (3 /0/ 3)   Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

Reading

READ 6262 - Methods and Materials in the Teaching of Reading
  (3 /0/ 3)   An introduction to the skills, approaches, materials, and methods of reading instruction.

READ 6285 - Special Topics
  (1.0 - 3.0 /0/ 1.0 - 3.0)   Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

READ 7201 - Integrating Language, Literacy and Technology across Content Area
  (1.0 - 3.0 /0/ 1.0 - 3.0)   This course is designed to help teachers communicate, integrate, and apply language, literacy, and technology strategies and skills within the content areas.

READ 7261 - Literacy Engagement through Writing
  (3 /0/ 3)   This is an in-depth interactive course in which P-A candidates engage in literature based practices for effective writing instruction and assessment.

READ 7262 - Trends in Literacy Education
  (3 /0/ 3)   Seminar in the areas of current and historical issues confronting the literacy professional.

READ 7263 - Comprehensive Literacy Assessments and Interventions
  (3 /0/ 3)   Introduction and implementation of formal and informal assessments to analyze P-Adult literacy strengths and needs to determine interventions for progress monitoring.

READ 7264 - Clinical Practice in Reading
  (0 /6/ 3)   Prerequisite: READ 7263
Supervised clinical experience in the diagnosis and treatment of reading disabilities.

READ 7265 - Literature Based Reading
  (3 /0/ 3)   An examination of the theoretical, research, and historical foundations of literature-based reading with particular emphasis on the process of implementing literature-based reading in the classroom.

READ 7267 - Culturally-Diverse Literature, P-12
  (3 /0/ 3)   This course is designed to give educators an opportunity to become acquainted with classic and current literature for elementary through high school students. Emphasis will be given to integrating culturally-diverse literature representing into all curriculum areas.

READ 7269 - Supervision in Reading
(3 /0/ 3)   A study of the philosophies, responsibilities and techniques of supervision in reading programming. A field based placement is required.

READ 7271 - Literacy, Development, and Practices in the Digital Age
(3 /0/ 3)   This course is a seminar/discussion course dealing with the teaching of reading and writing (P-Adult) including an introduction to skills, approaches, materials, methods, philosophies, and theories. Significant literature will be reviewed from a current and historical perspective. Further, this course addresses evidenced-based elements of a comprehensive reading and writing program as suggested by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension integrated with technology.

READ 7281 - Independent Study
(0 /1.0 - 3.0/ 1.0 - 3.0)   Preparation of an independent project under the direction of a full-time faculty member.

READ 7285 - Special Topics
(3 /0/ 3)   Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

Real Estate

RELE 5701 - Real Estate Practices
(3 /0/ 3)   The basics of the real estate business, including ownership, brokerage, appraising, investment, financing, property management, and development.

RELE 5705 - Real Estate Investment
(3 /0/ 3)   Examines the use of discounted after tax cash flow analysis in the evaluation of real estate investments. Topics discussed include operating expenses, cost capitalization, federal tax law implications, depreciation, ownership forms, and different measures of investment performance such as IRR and NPV. Home ownership as a real estate investment is also explored.

RELE 5710 - Real Estate Marketing
(3 /0/ 3)   Examines the process of selling and leasing residential and non-residential properties. Listing agreements, contracts for purchase and sale, closing costs, closing statements, and agency law are analyzed. The advertising of real property is also explored as are the standards of professional conduct. The class focuses on structured experiences using the experiential learning model.

RELE 5781 - Independent Study Real Estate
(0 /3/ 3)   In-depth supervised individual study of one or more current real estate problems of business organization.

RELE 5785 - Special Topics in Real Estate
(3 /0/ 3)   The study of selected contemporary marketing topics of interest to faculty and students.

RELE 5786 - Real Estate Internship
(3 /0/ 3)   Practical real estate related experience with a previously approved business firm for selected junior or senior students.

Secondary Education

SEED 6111 - Introduction to the Secondary School Field Experience
(0 /0/ 0)   Prerequisite: Admission to Teacher Education program
This course is a review of general field experience expectations and requirements. Documents and deadlines will be introduced. Upon completion of this course, students will have met the requirements necessary to be placed in a public school setting. This course is designed to serve as a prerequisite for any MAT course in the SEED program that includes a field experience.

SEED 6200 - Comprehensive Exam for the Master of Education
(0 /0/ 0)   A comprehensive final examination is administered during the fall or spring semester immediately preceding graduation to all candidates seeking a Master of Arts in Teaching degree. The written exam is administered on the UWG campus in a computer lab.

SEED 6260 - Instructional Strategies in Secondary Schools Laboratory
  (0 /2/ 1)   Prerequisite: SEED 6111 and Admission to Teacher Education program and College of Education
Field Experience documentation required
This course consists of the field experience designed to accompany the Instructional Strategies content
pedagogy course. Students are expected to spend two full days in a public school placement for twelve weeks.

SEED 6261 - Instructional Strategies for English Education in Secondary Schools
  (0 /2/ 2)   Prerequisite: SEED 6111 and SEED 7291 and Admission to Teacher Education program
This course is designed for investigation and assessment of and research in the teaching of English with
implications for strategies and curricular needs at the secondary level.

SEED 6262 - Instructional Strategies for Social Studies Education in Secondary
  (2 /0/ 2)   Prerequisite: SEED 6111 and SEED 7291 and Admission to Teacher Education program
This course is designed for investigation and assessment of and research into the teaching of social studies with
implications for strategies and curricular needs at the secondary level.

SEED 6263 - Instructional Strategies for Science Education in Secondary
  (2 /0/ 2)   Prerequisite: SEED 6111 and SEED 7291 and Admission to Teacher Education program
This course is designed for investigation and assessment of and research in teaching of science with
implications for strategies and curricular needs at the secondary level.

SEED 6264 - Inst Strat for Math Ed in Sec
  (2 /0/ 2)   Prerequisite: Admission to Teacher Education program and SEED 6111 and SEED 7291
This course is designed for investigation and assessment of and research in teaching of mathematics with
implications for strategies and curricular needs at the secondary level.

SEED 6265 - Instructional Strategies for Business Education in Secondary School
  (2 // 2)   Prerequisite: Admission to TE and successful completion of SEED 7291
This course is designed for investigation, assessment, and research in the teaching of business subjects with
implications for strategies and curricular needs at the secondary level. SEED 6260

SEED 6285 - Special Topics
  (3 /0/ 3)   Titles and detailed descriptions of specific courses and associated content to be inserted at time of
offering. This course may be repeated for credit.

SEED 7200 - Comprehensive Exam for the Master of Education
  (0 /0/ 0)

SEED 7220 - Intro to the Profession
  (1 /0/ 1)   This course is an introduction to teaching in middle and high schools.

SEED 7251 - Teaching Geometry in the Secondary School
  (3 /0/ 3)   Treats pedagogical methods and content of geometric concepts underlying mathematics pro-grams.

SEED 7252 - Environmental Education for Teachers
  (3 /0/ 3)   As issue based course dealing with the problems and principles related to the conservation of the
environment and global sustainability.

SEED 7261 - Advanced Instructional Strategies for English Education
  (3 /0/ 3)   Prerequisite: College of Education Field Experience documentation required
Application for field experience required prior to enrollment in MAT section. Designed for investigation and
assessment of and research in the teaching of English with implications for strategies and curricular needs at the
secondary level.

SEED 7262 - Advanced Instructional Strategies for Social Studies Education
  (3 /0/ 3)   Prerequisite: College of Education Field Experience documentation required
Application for field experience required prior to enrollment in MAT section. Designed for investigation and
assessment of and research in the teaching of social studies with implications for strategies and curriculum
needs at the secondary level.

SEED 7263 - Advanced Instructional Strategies for Science Education

(3 /0/ 3)   Prerequisite: College of Education Field Experience documentation required
Application for field experience required prior to enrollment in MAT section. This course is designed for the in service teacher of science to extend their theoretical base and provide experience in the teaching of secondary science. Students investigate and assess current trends and research in the teaching of science with implications for strategies and curricular needs at the secondary/post secondary level.

SEED 7264 - Advanced Instructional Strategies for Mathematics Education
(3 /0/ 3)   Prerequisite: College of Education Field Experience documentation required
Application for field experience required prior to enrollment in MAT section. Designed for continued professional growth of mathematics teachers as they investigate and evaluate current issues, practices, and resources in mathematics education.

SEED 7266 - Advanced Instructional Strategies for the 21st Century Classroom
(3 /0/ 3)   This course is designed for continued professional growth of teachers as they investigate and evaluate best practices in the teaching of English, social studies, science, math, business, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction.

SEED 7271 - Advanced Study of the Secondary School Curriculum
(3 /0/ 3)   In addition to an overview of the history of secondary curriculum programs, significant factors which affect school curriculum are studied. Attention is given to the integration and coordination of curriculum components throughout the secondary school program.

SEED 7281 - Independent Project
(0 /1.0 - 3.0/ 1.0 - 3.0)   Preparation of an independent project under the direction of a full-time college faculty member.

SEED 7288 - Teaching Internship
(0 /6/ 3)   Prerequisite: Admission to Teacher Education program and College of Education Field Experience documentation required
Students will be teaching full-time for one semester in a public school secondary level (6-12) classroom, under the supervision and mentorship of an experienced, qualified classroom teacher.

SEED 7289 - Teaching Internship Seminar
(3 /0/ 3)   Prerequisite: Admission to Teacher Education program
This course is designed to engage interns in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will also serve as a capstone experience for satisfying exit requirements of the program.

SEED 7291 - Classroom Instruction and Management
(2 /0/ 2)   Prerequisite: Admission to Teacher Education program
This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.

SEED 7291L - Classroom Instruction and Management Laboratory
(0 /1/ 1)   Prerequisite: Admission to Teacher Education program and College of Education Field Experience documentation required and SEED 6111
This course consists of the field experience that accompanies SEED 7291. Students are expected to spend two full days in a public school placement for twelve weeks: six weeks in a middle school placement and six weeks in a high school placement.

SEED 7500 - Diverse Classrooms in a Pluralistic Society
(3 /0/ 3)   This course is designed to analyze and understand social forces influencing education; educational traditions as reflections of diverse cultures; the school and cultural change; and social conflict in the United States. Particular attention is given sociological analysis of teaching and learning in America's secondary school classrooms, with emphasis on processes of differentiation, stratification, socialization, social organization as well as social relationships in the classroom.

SEED 7560 - Contemporary Issues in Secondary Education

(3 /0/ 3)   This course is designed to guide 21st Century teachers in developing perspectives on the influences that affect public secondary schools. Educational problems, trends, and issues will be identified and addressed, especially as they relate to students, teachers, school systems, and American society as a whole.

SEED 8200 - Culminating Project for the SEED EdS
  (2 /0/ 2)   This course will provide teacher leaders with the opportunity to continue integrating and applying the knowledge and skills learned throughout the Secondary Education Specialist Degree program through a practice-based investigative project. Students will select their project format, develop and carry out their plan, and complete their final submission. Specific details will vary by student and project and will focus on the students content area of certification.

SEED 8202 - Culminating Experience for the SEED EdS Project
  (1 /0/ 1)   Prerequisite: SEED 8200
This course will provide teacher leaders with the opportunity to exchange scholarly thinking and research through successful dissemination of the practice-based, peer-reviewed investigative project and findings prepared in SEED 8200. Specific details will vary by student and project and will focus on the students content area of certification.

SEED 8284 - Research Seminar (Content Field)
  (3 /0/ 3)   Prerequisite: EDRS 6301 or EDRS 6302
This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.

SEED 8297 - Professional Issues Seminar
  (3 /0/ 3)   Designed as a culminating experience for the Education Specialist degree, this course focuses on the discussion of significant issues and problems facing education today. Topics will vary from semester to semester.

Sociology

SOCI 5000 - Research Methodology
  (3 /0/ 3)   An introduction to the logic and the procedures of quantitative and qualitative research methods. Focuses on research design, use of computer and statistical packages, data interpretation, the relation of research and theory, and the writing of scientific research reports.

SOCI 5003 - Applied Statistics for Sociology
  (3 /0/ 3)   Introduction to statistical methods used in the analysis of quantitative social science data. This course focuses on applying common statistical techniques to real-world problems. Students will also gain experience explaining statistical analyses to both technical and non-technical audiences. Instructor Permission required.

SOCI 5053 - Sociological Theory
  (3 /0/ 3)   Examines the contributions of major classical and contemporary sociological thinkers and schools of thought and the contexts in which they developed, with a special emphasis on applying their ideas to the analysis of various social issues. Course begins with selected classical thinkers but emphasis current perspectives and developments.

SOCI 5103 - Women and Work
  (3 /0/ 3)   A course designed to familiarize students with the history of women and work, the present role of women in the workplace, and current issues affecting working women; and to develop in student skills and strategies for dealing with issues related to women and work. Same as MGNT 5626.

SOCI 5300 - Housing and Homelessness
  (3 /0/ 3)   Sociological examination of the places in which we live, how we are housed, and what it is like to live without a place to call home. The focus is housing development in the United States throughout the twentieth century with special attention to its association with economic, gender, race, and family relations, along with public policy. Consideration is given to problems and controversies surrounding 'the American dream': segregation, overcrowding, afford-ability, urbanization/suburbanization, accessibility, and alternative housing. Special attention will be given to the problem of homelessness.

SOCI 5323 - Cultural and Racial Minorities
  (3 /0/ 3)   Comparative study of racial and ethnic groups in America. The disciplinary base of this approach is sociological, but observations and interpretations from different perspectives will be examined. Special

attention will be given to the nature of prejudice, discrimination, and inequality as related to historical, cultural and structural patterns in American society. Topics include: ethnocentrism and racism; interracial violence; theories of prejudice and discrimination; immigration and immigrant experiences; the origins and nature of racial/ethnic stratification; ideologies and programs to assist or resist change. African American experiences are emphasized and contrasted with those of other racial/ethnic groups.

SOCI 5373 - Visual Sociology
  (3 /0/ 3)   A qualitative research course focusing on the interpretation and analysis of photographic and other static images as a means for studying and critiquing social life. Student photographic projects a major component of course work. Technical photographic skills not necessary. Course combines ethnographic research and critical sociology to develop visual literacy skills.

SOCI 5441 - Sociology of Mental Health and Illness
  (3 /0/ 3)   This course is designed to encourage critical sociological analysis of the conceptualization and subsequent treatment of mental illness.

SOCI 5445 - Sociology of Childhood
  (3 /0/ 3)   This course will examine the influence of societal structure in the socialization of children and the sociological theoretical framework for the study of childhood. Students will be introduced to the complexity and the diversity of sociological issues related to children, this includes family, parenting, school and other socialization issues.

SOCI 5503 - Individual and Society
  (3 /0/ 3)   A study of the social character of individual experience. Comparative sociohistorical and cultural analyses of the social nature of psychological phenomena and human meanings as they are constructed by individuals in the process of interaction. Comparisons of classic and mod-ern sociological theories on communicative actions, social organization, and the language-mediated nature of human consciousness and sociality. Application of these sociological models to selected social issues and problems.

SOCI 5543 - Deviant and Alternative Behavior
  (3 /0/ 3)   Analysis and evaluation of sociological conceptions and research on deviant and unconventional thought and action. Focuses on contemporary, multicultural society.

SOCI 5700 - Sociology of Emotions
  (3 /0/ 3)   Examines the ways in which feelings and emotions are socially and culturally produced, defined, and learned, the ways they are embedded in and emblematic of society, and the consequences of the social construction of emotions for self identity, gender, race and ethnicity, aging, health and illness, inequality, power, work, deviance, ethics, law, etc

SOCI 5734 - Social Work Skills
  (3 /0/ 3)   This course is intended to: 1) help students learn the complexity and diversity of social work practice; and 2) help students learn the basic skills necessary to carry out social casework and social group work. A major part of class time will be devoted to practicing skills in group and individual exercises. Graduate students will be expected to assume leadership roles.

SOCI 5803 - Environmental Sociology
  (3 /0/ 3)   Studies how societal practices and organization produce varying types of ecological degradation. Analyzes various forms of environmental activism. Analyzes selected cases and issues as well as a critical examination and comparison of various sociological viewpoints them-selves. Considers global problems and everyday situations with a focus on modernity as risk society.

SOCI 5981 - Directed Readings
  (3 /0/ 3)   Title and description of the type of independent study to be offered will be specified on the variable credit form students must complete before being permitted to register for this class. Transcripts carry different nomenclature to indicate the topic taught.

SOCI 6000 - Orientation
  (1 /0/ 1)   The goal of this course is to equip incoming graduate students with the necessary tools to successfully complete the program. Topics to be addressed include course requirements, professional development, plan of study and thesis preparation.

SOCI 6003 - Advanced Statistics for Sociology

(3 /0/ 3)   Prerequisite: SOCI 4003 or SOCI 5003 Pre-Requisite: either SOCI 4003, SOCI 5003, or an equivalent undergraduate statistics course
Graduate-level statistics course, covering hypothesis testing, measures of association, and linear and logistic regression.

SOCI 6013 - Social Research
 (3 /0/ 3)   Social research examines the process of sociological research, with a specific focus upon designing and conducting quantitative research and writing empirical research reports. Students will learn how to evaluate quantitative research published in academic journals, and spend some time discussing the procedural stages for completing a thesis or a position paper.

SOCI 6015 - Managing Data
 (3 /0/ 3)   This course teaches students to build and manage databases using SPSS. An emphasis is placed on working with large national data sets that are available through the Inter-University Consortium for Political and Social Research database. Advanced data analysis techniques will also be examined.

SOCI 6182 - Special Seminars
 (3 /0/ 3)   Title and description of the instruction to be offered will be specified on a variable credit form. The variable credit form must be completed before a student will be allowed to register for this course. Transcript entries carry different nomenclature to correspond with material taught. May be repeated on different content at least two times for credit.

SOCI 6201 - Group Dynamics
 (3 /0/ 3)   This course will combine the theories of group dynamics with interactive classroom exercises to build skills in group leadership and participation. Students will assess their own personal interaction style, examine how their individual styles manifest in a group situation to produce predictable patterns of interaction, learn more effective verbal and non-verbal communication skills, learn more effective problem-solving and conflict management techniques, learn basic group leadership skills, and learn ways to create and maintain effective work groups.

SOCI 6222 - Conflict Resolution
 (3 /0/ 3)   This course covers a broad range of activities aimed at resolving differences in effective, but non-violent ways. This class will include coverage of negotiation, mediation, and arbitration as ways of developing peaceful agreements. Special emphasis will be given to conflict resolution issues of the criminal justice system such as hostage negotiations.

SOCI 6255 - Delinquency, Family, and the Community
 (3 /0/ 3)   This course will examine juvenile crime within a larger social context, exploring the positive and negative contributions of the individual, the family, peer, schools, and the larger community. Intervention strategies will be assessed, and a model will be presented for a community action that can reduce/prevent juvenile crime.

SOCI 6266 - Perspectives on Violence
 (3 /0/ 3)   This course looks at the problem of violence from an interdisciplinary perspective. It is designed to allow the student to become familiar with the social, psychological, biological, and public policy issues that surround this social problem. Particular attention will be paid to issues of domestic violence, gangs, and suicide.

SOCI 6275 - Planning and Evaluation
 (3 /0/ 3)   This course provides the application of social research methods to determine program/policy effectiveness. Students will learn skills in process and outcome evaluation, and how to utilize evaluation findings for future planning.

SOCI 6280 - Seminar in Social Justice
 (3 /0/ 3)   This course offers an opportunity to explore a number of areas, which may be defined within the broad heading of justice. It takes a realistic and critical look at the legal, social, psychological, and political effects the 'justice system' on people and their cities. Students will be asked to analyze these effects from the perspective of what is 'just' or 'unjust' - and what we can do about it.

SOCI 6286 - Internship
 (3 /0/ 3)   Students will be placed in an agency compatible with their area of concentration to gain applied experience prior to graduation.

SOCI 6305 - Advanced Sociological Theory
  (3 /0/ 3)   Highlights theory as applied practice. Selected aspects of postmodernist, Frankfurt School critical theory, critical and conflict sociology, and feminist theories are used to analyze and critique selected contemporary issues (e.g., identity, body, media, ethics, aging, law, gender, art, etc) as well as selected issues within the discipline of sociology itself.

SOCI 6363 - Sociology of the Family
  (3 /0/ 3)   This course will concentrate upon the theories and critically analyze the research that is of interest to scholars in the area of family studies. Contemporary issues facing the American family will be explored.

SOCI 6400 - Body and Society
  (3 /0/ 3)   Analyzes the emerging centrality of the body and embodied experience in contemporary sociology. Focuses on the practices which produce the varying social significances of the body, the processes of control and regulation, and the ways these are embodied, reproduced, and resisted. Possible topics include emotion, health, childhood, aging, diet, punishment, gender and sexuality, desire and eroticism, consumption, media, art, cultural politics, race and ethnicity, class, education, leisure, technology, ethics and law, and others.

SOCI 6613 - Qualitative Research
  (3 /0/ 3)   An in-depth exploration of the logic, approaches, techniques, and issues in qualitative sociological research. Qualitative program evaluation and activist research are considered along with basic research.

SOCI 6623 - Inequality in Society
  (3 /0/ 3)   An examination of inequality within the American society. A focus will be placed upon classical and contemporary social theories and the various dimensions and consequences of stratification.

SOCI 6660 - Institutional Ethnography
  (3 /0/ 3)   Examination of institutional ethnography, a way of exploring the particular and generalized social relations that shape people's everyday experiences.

SOCI 6700 - Social Movements, Protest and Change
  (3 /0/ 3)   The history of social change from the classical perspective to contemporary theories. Collective behavior and social movement theory will be explored. Attention will be given to who participates in movements, movement strategies and tactics, and movement outcomes. Several movements from American History will be explored including the civil rights movement, the women's movement, the worker's movement, the gay and lesbian movement, and the environmental movement.

SOCI 6782 - Comprehensive Exam Preparation
  (0 /0/ 6)   Directed study of sociological readings leading to the comprehensive exam. Students should enroll in this course t same semester that the comprehensive exam will be taken.

SOCI 6803 - Seminar in Social Psychology
  (3 /0/ 3)   To explore the sociological relevance of selected areas within social psychology such as group dynamics, leadership, collective behavior and symbolic interaction.

SOCI 6882 - Thesis Preparation
  (0 /0/ 3)   Directed individual guidance in the steps leading to the completion of a thesis research proposal and the beginning of thesis research. Areas covered may include selection of a topic, literature review, formation of research questions, selecting research methods, protection of human subjects.

SOCI 6982 - Directed Study
  (0 /1.0 - 3.0/ 1.0 - 3.0)   In-depth individualized research on specific sociological issues and problems using relevant and timely academic publications.

SOCI 6983 - Continuing Research
  (0 /1/ 1)   Must be taken by those who are finishing course work to remove an incomplete while not enrolled for other courses or those who are not enrolled for thesis hours but are completing thesis or position paper.

SOCI 6999 - Thesis
  (3 /0/ 3)   Thesis. May be repeated for credit.

Spanish

SPAN 5501 - Foreign Language Teaching Elementary Schools
  (3 /0/ 3)   This course is designed for students seeking a degree in Foreign Language Education. The objective is to prepare qualified foreign language teachers for elementary school. This course treats the principles of foreign language methodology applied to elementary school teaching, and includes class observations, planning of instruction, and field experience.

SPAN 6003 - Latin-American Novel
  (3 /0/ 3)   This course is a broad survey of the novel in Latin America. Course examines issues of hybridity and transculture and how they have impacted the writing and reception of Latin American literary works. Aspects of Race, Gender, and class as well as literary style will be covered in textual analysis.

SPAN 6004 - Hispanic Drama
  (3 /0/ 3)   An introduction to Hispanic theater through the ages. It includes readings from the works of Lorca, Buero Vallejo, Casona, Sastre, Buenaventura, Solorzano, Carballido, Gorostiza, and others. These will be considered in their historical and contemporary contexts.

SPAN 6006 - Latin-American Poetry
  (3 /0/ 3)   An introduction to some of the major poetry produced in Spanish-America. A complete study of major trends in Spanish-American poetry from Spanish Modernism to Postmodernism. Analysis of representative works by Mistral, Vallejo, Borges Rulfo, Cortazar, Garcia Marquez, Ferre, Valenzuela, Bombal, and others.

SPAN 6007 - Latin-American Short Story
  (3 /0/ 3)   This course is a broad survey of the short story in Latin America. Students will read stories from the nineteenth and twentieth centuries from a variety of authors and students will examine the specific nature of the short story in relation to the novel by reading authors who exclusively write short stories as well as examples from well-known novelists.

SPAN 6012 - Spanish Culture and Civilization
  (3 /0/ 3)   A study of ancient and modern history, culture, and contemporary lifestyle in Spain. Readings and discussion are on the cultural contributions of Spain to Western civilization.

SPAN 6013 - Latin American Culture and Civilization
  (3 /0/ 3)   This class will be composed of a study of ancient and modern history, culture, and contemporary lifestyle in Latin America and the Hispanic Caribbean. It will focus on readings, films, and discussions on the cultural contributions of Latin America and the Caribbean to Western Civilization. This class will be taught exclusively in Spanish.

SPAN 6040 - Spanish Linguistics
  (3 /0/ 3)   This course is an introduction to Spanish Linguistics and it builds on the student's existing knowledge of Spanish. The course begins by identifying the speech organs and the points of articulation and then studies phonetics, phonemics, morphology, syntax, and semantics.

SPAN 6170 - Advanced Language Skills
  (3 /0/ 3)   A comprehensive course designed to promote proficiency in speaking, listening, reading, and writing.

SPAN 6200 - Hispanic Film and Literature
  (3 /0/ 3)   A comparative approach to the study of Spanish and Spanish-American literature and its cinematic adaptation and/or a thematic approach to selected literary text and films.

SPAN 6205 - Hispanic Literature and Cultural Context
  (3 /0/ 3)   Textual analysis of various genres representing contemporary Hispanic texts. Topics include: Boom and Post-boom, Modernity & Post-modernity, Representations of Childhood, Ecocritical Approaches to Hispanic Literature, Latin American Women in Cultural Contexts, etc. May be taken more than once with different topics.

SPAN 6210 - Modern Spanish Novel
  (3 /0/ 3)   A study of the nineteenth and twentieth century novels, including Valera, Galdos, Unamuno, Valle-Inclan, Cela, Laforet, Matute, Delibes, Cunqueiro, Rojas, and the most recent postmod-ern authors: Rosa Montero, Munoz Molina, Lourdes Ortiz, Soledad Puertolas, Marina Mayor-al.

SPAN 6240 - Spanish Short Story
  (3 /0/ 3)   A study of the short story in Spain from its beginnings to the contemporary period with readings from writers such as Don Juan Manuel, Cervantes, Larra, Becquer, Pardo Bazan, Una-muno, Valle Inclan, Laforet, Cela, Martin Gaite, and Diaz Mas.

SPAN 6250 - Translation
  (3 /0/ 3)   Spanish Translation is an introductory course. This course is designed to help students in-crease their vocabulary in Spanish and to learn and review grammatical sentences and their components.

SPAN 6260 - Modern Spanish Poetry
  (3 /0/ 3)   Selected readings of Unamuno, Juan Ramón Jiménez, Antonio Machado, Generation of 1927, Aleixandre, Pedro Salinas, Jorge Guillén, Federico García Lorca, Dámaso Alonso, Rafael Alberti, and Miguel Hernández, as well as poetry of the post-war period and democratic Spain.

SPAN 6280 - The Spanish Golden Age
  (3 /0/ 3)   Study of the poetry, prose, and drama of the Golden Age (XVI-XVII Centuries) in Spain, including works by Fray Luis, garcilaso, gongora, Quevedo, Cervantes, Lope de Vega y calderon de la Barca.

SPAN 6785 - Special Topics in Spanish
  (3 /0/ 3)   Readings, reports, and/or direct study abroad.

Special Education

SPED 6701 - Characteristics and Needs of Students with Severe Disabilities
  (3 /0/ 3)   A study of the characteristics and needs of persons with severe disabilities with a focus on P-12 students who have severe disabilities. Topics include etiology, definition, typical versus exceptional child development, identification, age- and level-related characteristics, associated conditions, family/community issues, service needs and options, and resources. Best teaching practices for these learners will be examined.

SPED 6705 - Comprehensive Exam for the Master of Arts in Teaching: Special Education
  (0 /0/ 0)   A comprehensive final examination is administered during the fall, spring, or summer semester immediately preceding graduation to all candidates seeking a Master of Arts in Teaching: Special Education degree. The exam will be proctored either at the UWG campus in a computer lab or through the proctoring services of Distance Education. This course should be taken during the last semester in the program.

SPED 6706 - Special Education in the Regular Classroom
  (3 /0/ 3)   Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Designed for non-special education majors.

SPED 6709 - Regulations and Requirements in Special Education
  (3 /0/ 3)   An examination of laws and official policies influencing practice in special education, particularly those applicable to service providers. Includes coverage of federal and Georgia rules, as well as recommendations, policies, and practices related to IEPs and ITPs. Also includes attention to relevant codes of ethics for teachers.

SPED 6713 - Characteristics of the Gifted
  (2 /2/ 3)   Enrollment requires a teaching certificate. An overview of the characteristics of gifted and talented individuals. Definitions of intelligence and creativity are studied. The guidelines for identifying gifted children in Georgia are addressed. Field experience required.

SPED 6714 - Characteristics of Learners: Interrelated Classrooms
  (3 /0/ 3)   This course covers the characteristics and etiology of students identified as having emotional/behavioral disorders (EBD), specific learning disabilities (SLD), and mild mental retardation (MMR). Types of treatment and educational programs which can be provided within school and other settings, are included.

SPED 6715 - Educational Characteristics of Learners: Mild Disabilities
  (3 /0/ 3)   Prerequisite: SPED 6706 and SPED 6709
This course focuses on characteristics of students with mild disabilities who are included in the general education curriculum, as well as preschoolers with disabilities (disabilities covered by certification in Special Education-General Curriculum). It emphasizes knowledge of state and federal disability definitions; key

characteristics, including developmental aspects and basic needs across the lifespan; and the impact of diversity on individuals, families, and communities. Support systems and resources to assist students with disabilities are reviewed.

SPED 6716 - Characteristics and Assessment: Severe Disabilities
  (3 /0/ 3)   This class focuses on persons with significant cognitive disabilities, particularly children and youth who benefit most from alternative functional curricula in school settings. Topics to be addressed include features of specific conditions seen in this group; needs of individuals with severe disabilities; assessment options for appropriate identification; and issues related to definition and categorization, such as the need for nondiscriminatory assessment.

SPED 6721 - Professional Seminar
  (3 /0/ 3)   Prerequisite: SPED 6706
This course introduces M.Ed. program requirements, as well as professional and ethical issues encountered in the field. It also encourages students to become critical consumers of research by examining educational journals and by using the Internet to gather information. Professional writing skills and requirements of APA format also are covered.

SPED 6723 - Ecological Development of Exceptional Learners
  (3 /0/ 3)   Prerequisite: SPED 6706 and SPED 6715 and CEPD 6101
This course focuses on the development of typical and exceptional children in the areas of linguistic, perceptual motor, cognitive, social, personality, emotional and psychological development. There is a strong focus on the ecological development of children and adolescents in the context of family, culture, disability, ethnicity and society. School/home collaboration strategies will be examined.

SPED 6751 - Behavioral Strategies for Students with Severe Disabilities
  (3 // 3)   Prerequisite: SPED 6701
An examination of behavioral strategies, particularly those used to teach youngsters with severe disabilities in school programs. Topics to be addressed include related ethical issues, applied behavior analysis, functional behavioral assessment, behavior intervention plans, data collection and analysis, and positive behavioral interventions and support.

SPED 6761 - Classroom Behavior Management
  (3 /0/ 3)   Theoretical formulation and practical applications of behavioral techniques, especially as they apply to management and control of behavior in the school.

SPED 6763 - Curriculum and Methods for Exceptional Children - Gifted
  (3 /0/ 3)   A study and application of curriculum, methods, classroom organization and management for exceptional children. This section provides cognitive and practical experience with gifted individuals.

SPED 6764 - Curriculum and Methods: Elementary
  (3 /0/ 3)   Prerequisite: SPED 6714
A study and application of curriculum, methods, classroom organization and management for students identified as having emotional behavioral disorders (EBD), specific learning disabilities (SLD), and mild mental retardation (MMR) in elementary programs.

SPED 6765 - Curriculum and Methods: Secondary
  (3 /0/ 3)   Prerequisite: SPED 6714
A study and application of curriculum, methods, classroom organization and management for students identified as having emotional behavioral disorders (EBD), specific learning disabilities (SLD), and mild mental retardation (MMR) in middle grades and secondary programs.

SPED 6766 - Basic Curriculum and Methods: General Curriculum
  (3 /0/ 3)   Prerequisite: SPED 6706 and SPED 6715 and SPED 6709
This course focuses on matching learner characteristics and needs to appropriate research-based learning strategies and enabling teachers to use research-based content enhancement routines to facilitate learning, particularly for students with mild disabilities who are included in the general curriculum. Emphasis will be placed on planning, teaching, and assessing strategy usage as well as planning, implementing, and assessing content enhancement routines.

SPED 6767 - Advanced Curriculum and Methods: General Curriculum
  (3 /0/ 3)   Prerequisite: SPED 6766

This course assists in preparing educators to enter educational settings ready to operate within the new paradigm of differentiation of instruction and collaboration within school. There is a strong focus on respecting the roles various persons play, whether it is professional, family member or student, and how these roles support each other in the process of designing effective programs for students, particularly those with disabilities. Much of the discussion will center on inclusive settings.

SPED 6771 - Curriculum and Instructional Strategies: Severe Disabilities
(3 /0/ 3)   Prerequisite: SPED 6716
This class focuses on instruction of pupils with significant cognitive disabilities, particularly children who benefit most from alternative functional curricula and are assessed with alternate approaches in school programs. Topics to be addressed include planning and implementing instruction, accessing general curricula, specialized curricula in relevant areas, and alternate assessment strategies. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

SPED 6772 - Secondary Instruction and Transition: Severe Disabilities
(3 /0/ 3)   Prerequisite: SPED 6716 and SPED 6771
A study of transition services and instruction at the secondary level needed by students with disabilities. This course emphasizes the educator's role in the preparation for the transition of the students with disabilities from secondary school to adult living. Relevant academics, community-based instruction, work experiences, vocational assessment, preparation, life skills, and interagency collaboration are all addressed. This course will also address teaching reading and adolescent literacy development for this group of learners.

SPED 6776 - Curriculum & Instructional Strategies for Students with Severe Disabilities
(3 /0/ 3)   Prerequisite: SLPA 6701
An examination and investigation of appropriate curriculum content and instructional strategies for use with learners who have severe disabilities. Both functional and academic skills domains will be covered. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

SPED 6777 - Curriculum & Instructional Strategies for Students with Severe Disabilities
(3 /0/ 3)   Prerequisite: SPED 6776, SPED 6701
A study of transition services and curriculum and instruction at the secondary level for students with disabilities. This course emphasizes the educator's role in preparation for and implementation of the transition of the students with disabilities from secondary school to adult living. Relevant academics, community-based instruction, work experiences, vocational assessment, preparation, life skills, and interagency collaboration are addressed.

SPED 6784 - Seminar: Research Studies in Special Education
(3 /0/ 3)   Current problems and research in the field of special education.

SPED 6791 - Practicum: Interrelated
(0 /6/ 3)   Prerequisite: College of Education Field Experience documentation required
Practicum experience in an approved setting in which students identified as having disabilities such as specific learning disabilities, emotional behavioral disorders, mild intellectual disabilities are being served. Includes outside readings/assignments as well as field-based activities. Application for field experience required in advance. Should be taken during the last 6 credit hours in the program.

SPED 6792 - Practicum I: Special Education
(0 /6/ 3)   Prerequisite: Teacher Education Admission TE and Educ.Field Experience Appl FE and SPED 6766 or SPED 6776 or equivalent; GPA 3.0+;
Supervised practicum in an approved setting in which students identified as having disabilities appropriate to type of special education certification. Course includes seminars and outside readings/assignments as well as in-program activities. Course is designed to be taken toward/at the end of the students program.

SPED 6793 - Practicum II: Special Education
(0 /6/ 3)   Prerequisite: Educ.Field Experience Appl FE; 3.0 GPA; SPED 6792
Supervised practicum in an approved setting in which students identified as having disabilities appropriate to area of certification in Special Education are being served. Course includes seminars and outside readings/assignments as well as in-program activities. Course is designed to be taken toward/at the end of the students program. SPED 6767 or SPED 6777 should be completed or taken concurrently with this course.

SPED 6795 - Comprehensive Exam for the Master of Education: Special Education

(0 /0/ 0)   A comprehensive final examination is administered during the semester immediately preceding graduation to all candidates seeking a Master of Education degree. The exam is administered on the UWG campus in a computer lab or at a proctored site. Should be taken during the last semester in the program.

SPED 7701 - Program Planning and Evaluation
  (3 /0/ 3)   This course is designed to assist the educator in developing and maintaining an appropriate service delivery model for students with special learning needs. Strategies used to assess pro-gram effectiveness are discussed.

SPED 7702 - Technology in Special Education
  (3 /0/ 3)   Prerequisite: SPED 6706 and MEDT 3401
An examination of instructional and assistive technology designed to enhance service delivery to students with disabilities, with an emphasis on students participating in general education content. Use of technology for support of service delivery (e.g. data management and IEP software) also will be addressed.

SPED 7704 - Leadership and Administration of Special Education Programs
  (3 /0/ 3)   Federal, state, and local organizational and administrative provisions for exceptional children; screening, identification, placement and ancillary services within educational settings. Teacher training and evaluation patterns will also be reviewed.

SPED 7705 - Urban and Multicultural Issues in Special Education
  (3 /0/ 3)   Prerequisite: SPED 6706
Historical and current influences on and effects of cultural and ethnic diversity in the special education classroom will be examined. Activities will focus on strategies that can be employed in P-12 settings to increase achievement of students with and without disabilities.

SPED 7716 - Autism: Theories and Characteristics
  (3 // 3)   Prerequisite: SPED 6706 or equivalent
This class focuses on persons with autism. Topics to be addressed include features of specific conditions seen in this group; historical and philosophical issues related to autism spectrum disorders; theories of intelligence, executive function, and their impact on definition and identification of autism spectrum disorders; and patterns of normal development and patterns of exceptional development in major developmental areas.

SPED 7720 - Assessment of Students with Severe Disabilities
  (3 // 3)   Prerequisite: SPED 6706 or equivalent.
A comprehensive study of diagnosis and assessment in special education, emphasizing tests and measurements, formal and informal assessment, test administration, and use of diagnostic results in educational intervention. The course includes a focus on assessment of students identified as having severe disabilities, those for whom Adapted Curriculum teacher certification is needed.

SPED 7721 - Assessment in Special Education
  (3 /0/ 3)   Prerequisite: SPED 6715
A comprehensive study of diagnosis and assessment, emphasizing test and measurements, formal and informal assessment, test administration, and use of diagnostic results in educational intervention for students identified as having emotional/behavioral disorders (EBD), specific learning disabilities (SLD), and mild intellectual disability (MID).

SPED 7722 - Collaboration in Special Education
  (3 /0/ 3)   Prerequisite: SPED 6715
This course assists in preparing educators to enter educational settings ready to operate within the new paradigm of collaboration rather than that of an isolated professional. There is a strong focus on respecting the roles various persons play, whether it be professional, family member, or student, and how these roles support each other in the process of designing effective programs for students, particularly those with disabilities. Much of the discussion will center around inclusive settings.

SPED 7723 - Psychoneurology of Learning
  (3 /0/ 3)   Prerequisite: SPED 6714
The course focuses on the psycho-neurological issues that impact many students in our class-rooms today around the areas of sensory integration, language and perceptual motor development, and various medical issues. Additionally, students will explore differentiated instruction as a means of providing effective educational programs for students with disabilities.

SPED 7724 - Collaboration and Inclusion: Severe Disabilities
  (3 /0/ 3)   Prerequisite: SPED 6716 and SPED 6771
Covers various collaborative roles required of teachers of students with severe disabilities, with emphasis on support of inclusion programs. Specific topics include consultation and collaboration with other service providers, trans-disciplinary team and integrated programming models, working with paraeducators, and collaboration with parents and families. Issues related to cultural and language diversity that impact collaboration also will be discussed.

SPED 7725 - Medical, Physical, and Sensory Aspects of Disabilities
  (3 /0/ 3)   Prerequisite: SPED 6716
Enrollment requires completion of SPED 6716 or permission of instructor. Course focuses on information regarding body systems and dysfunction of those systems, with an emphasis on conditions associated with neurological, physical and sensory disabilities in preschool and school age children. School based treatment, care routines and intervention also will be addressed. This course is designed for individuals teaching children with severe cognitive disability, as well as for individuals providing services to children with a range of disabilities influenced by medical, motor and or sensory function (e.g. traumatic brain injury).

SPED 7726 - Collaboration and Instruction
  (3 /0/ 3)   The goal of this course is to connect foundational and research information to current educational practice in order to best serve students with autism in various educational settings. Topics include classroom assessment practices, collaboration with families and service providers, considerations related to cultural diversity, curricular approaches and resources, instructional interventions, communication approaches, and organizations and legal supports to help students with autism.

SPED 7727 - Communication and Assistive Technology: Severe Disabilities
  (3 /0/ 3)   Prerequisite: SPED 6716
This class addresses two important aspects related to instruction of pupils with significant cognitive disabilities. The communication component of this class includes basics on typical speech and language development, deviations in children with disabilities and intervention strategies, materials and resources to encourage communication skills in students with severe disabilities. The second component addresses assistive technology for use in educational pro-grams, including both low tech and high tech resources and applications.

SPED 7729 - Special Education Law
  (3 /0/ 3)   This course provides public school administrators and teachers the opportunity to examine the statutory and case law requirements of educating special populations.

SPED 7732 - Collaboration and Inclusion in Programs for Students with Severe Disabilities
  (3 /0/ 3)   Prerequisite: SPED 6701
This course addresses teaming relationships and inclusion services, especially as they are relevant for educational programs for preschool and school age youngsters with severe disabilities. Collaborative relationships with related services and medical personnel, paraeducators, family members, and representatives of community agencies will be addressed. Considerations for effective service delivery within inclusive school and community settings will be an additional focus of the class, as will examination of cultural diversity variables impacting collaboration and inclusion for this group of learners.

SPED 7765 - Advanced Differentiated Instruction
  (3 /0/ 3)   Prerequisite: SPED 6767
This course will focus on advanced concepts related to differentiation of instruction for use by experienced special educators, primarily within inclusive settings. Needs of students with disabilities who are academic learners (those covered by Special Education-General Curriculum certification) will be emphasized. Collaboration within school settings and with community members will be included, as will attention to specialized curricula and instructional methods.

SPED 7766 - Direct Instruction Methodology for Reading and Mathematics
  (3 /0/ 3)   Prerequisite: SPED 6706 and SPED 6715 and SPED 6766   Enrollment requires SPED 6706 and

SPED 6715 and SPED 6766; or permission of instructor.
This course is designed to give teachers knowledge in providing instruction using a research-based instructional methodology called Direct Instruction to ensure that a diverse student population at risk of or having deficits in, reading and mathematics can reach high achievement in these areas. Teachers also became knowledgeable in evaluating and modifying commercially developed programs to ensure the guidelines of validated research based practices have been met.

SPED 7767 - Strategies for Challenging Behaviors
  (3 /0/ 3)   Prerequisite: SPED 3703 or SPED 3714 or SPED 6761 or equivalent
This course focuses on intervention strategies for students with challenging behaviors. These intervention strategies will be based on positive behavioral supports, functional behavior assessment, and functional analysis procedures. Strategies for enhancing the learning environment and development of positive alternative behaviors also will be addressed.

SPED 7781 - Independent Project in Special Education
  (0 /1.0 - 3.0/ 1.0 - 3.0)   Preparation of an independent project under the direction of the major professor.

SPED 7782 - Directed Research Readings in Special Education
  (0 /4/ 4)   In-depth readings of research articles related to special education practices.

SPED 7785 - Special Studies in Special Education
  (0 /0/ 1.0 - 3.0)   Title and description of specific courses to be inserted at time of offering. May be repeated for credit. Variable credit 1-3 hours

SPED 7786 - Supervision of Special Education
  (0 /3/ 3)   Prerequisite: EDLE 6320
A study of and practical experience in supervising special education teaching and programming under the direction of departmental faculty.

SPED 8701 - Individual Appraisal of Exceptional Children
  (3 /0/ 3)   Prerequisite: SPED 3702 or CEPD 6150
The study of limitations in existing instruments ordinarily used in assessing exceptional children. Practice in testing children with various exceptionalities and writing brief reports. Field experience required.

SPED 8704 - Multicultural Issues in Education
  (3 /0/ 3)   This course explores multicultural issues in education. Complex issues involved in educational diversity are examined.

SPED 8771 - Curriculum Design and Implementation
  (3 /0/ 3)   An in depth examination of curriculum development and implementation will be conducted. Students will examine research pertinent to the types of individuals they serve and design and modify educational programs based upon recent research findings and best practice literature.

SPED 8783 - Readings in Research
  (4 /0/ 4)   Prerequisite: SPED 8704
The design and implementation of a research project in special education.

SPED 8784 - Research Seminar
  (4 /0/ 4)   Prerequisite: SPED 8704 and SPED 8783
Development of a complete research project paper.

SPED 8795 - Comprehensive Exam for the Specialist of Education: Special Education
  (0 /0/ 0)   A comprehensive final examination is administered during the semester immediately preceding graduation to all candidates seeking a EdS degree. The exam is administered on the UWG campus in a computer lab or at a proctored site. This course should be taken during the last semester in the program.

Speech Language Pathology

SLPA 6701 - Stuttering: Theory and Research
  (3 /0/ 3)   Enrollment requires advisor permission. A study of etiology, diagnosis, treatment and prevention of fluency disorders in children and adults. This course is designed to cover causal factors of fluency disorders in children and adults, and cover assessment, treatment and prevention procedures appropriate for children and adults.

SLPA 6702 - Voice and Resonance Disorders
  (3 /0/ 3)   Enrollment requires advisor permission. This course is a study of etiology, diagnosis, and treatment of voice and resonance disorders in children and adults. It is designed to cover the major functional, organic, and neurogenic voice and resonance disorders and the most current, evidence-based therapeutic approaches.

SLPA 6704 - Assessment and Treatment of Neurogenic Communication Disorders
  (3 /0/ 3)   This course provides an advanced study of the etiology, characteristics, typical course, assessment, intervention, and outcomes of neurogenic communication disorders in adults. Topics include neuroanatomy and neuropathology of language and cognition, evidence based practice, aphasia, traumatic brain injury, dementia, executive functioning, right hemisphere disorder, motor speech disorders, and other neurological disorders in adults.

SLPA 6705 - Advanced Assessment of Speech-Language Disorders
  (3 /0/ 3)   Prerequisite: Admission to Teacher Education program
Enrollment requires advisor permission. This course is designed to teach students diagnostic/assessment skills, including the use of formal and informal diagnostic instruments, to obtain assessment data across a broad range of communication disorders. The use of these data for making a differential diagnosis and for planning and implementing a therapy program is also studied.

SLPA 6707 - Aural Habilitation and Rehabilitation
  (3 /0/ 3)   Enrollment requires advisor permission. This course covers the communicative and educational management of children and adults with hearing loss. Areas of specific focus include the impact of hearing loss on development, intervention models, amplification, auditory training, visual/manual communication, deaf education, and central auditory processing disorders.

SLPA 6708 - Advanced Articulation and Phonological Disorders
  (3 /0/ 3)   Prerequisite: SLPA 3760
Enrollment requires advisor permission. Advanced articulation and phonological disorders is designed to offer students information and practice in gaining clinical skills in speech-language pathology techniques for intervention with difficult-to-manage articulation/phonological disorders in schools or other clinical settings. Prior clinical practice and successful completion of an undergraduate/introductory course in articulation/phonology are required as prerequisites for this course.

SLPA 6711 - Assessment & Treatment of Communication & Swallowing Disorders in a Global Society
  (3 /0/ 3)   This course provides an overview of the role that cultural variables play on verbal and nonverbal communication. Students will develop a detailed understanding of their own culture and the characteristics of the four major cultural groups in the United States. Cultural variables related to speech, language, and swallowing that may affect service delivery when working with clients from diverse backgrounds across the lifespan will be emphasized.

SLPA 6713 - Neuroanatomy and Neurophysiology of Speech, Language, Hearing, and Swallowing
  (3 /0/ 3)   This course includes the study of the structure and function of the central and peripheral nervous systems involved in normal speech, language, hearing, and swallowing with an overview of embryologic development of the nervous system.

SLPA 6740 - Motor Speech Disorders
  (3 /0/ 3)   Enrollment requires advisor permission. This course studies motor speech dysfunction in children and adults. Emphasis is on etiologies, characteristics, prevention, assessment/ differential diagnosis, and intervention approaches to management and habilitation/rehabilitation.

SLPA 6741 - Evaluation and Treatment of Dysphagia
  (3 /0/ 3)   Enrollment requires advisor permission. This course studies swallowing disorders in pediatric and adult populations. Emphasis is on etiologies, characteristics, prevention, assessment/differential diagnosis, cultural factors, and intervention approaches to management and habilitation/rehabilitation. Interdisciplinary approaches to the assessment and treatment of swallowing disorders are discussed.

SLPA 6760 - Auditory Disorders
  (3 /0/ 3)   Enrollment requires advisor permission. This course is a study of the auditory disorders in children and adults. Areas covered include characteristics, assessment, etiology, and treatment of disorders of the external ear, middle ear, inner ear, and central auditory nervous system.

SLPA 6761 - Methods of Clinical Management
  (3 /0/ 3)   Prerequisite: Admission to Teacher Education program
Enrollment requires advisor permission. Introduction to speech/language clinical practice emphasizing professional conduct, therapy techniques and procedures, equipment, and scheduling.

SLPA 6779 - Current Trends and Issues in Speech-Language Pathology

(3 /0/ 3)   Enrollment requires advisor permission. This course offers students formal and informal opportunities to increase professional knowledge and skills in speech-language pathology through readings, seminar interactions, and other educational delivery formats. Portions of the course may be delivered on-line. Students enrolled in this course may engage in professional seminars designed to increase expertise in designated areas of emerging and traditional trends of the profession through guided professional interactions.

SLPA 6784 - Research Methods in Speech-Language Pathology
  (3 /0/ 3)   This course introduces graduate students to quantitative and qualitative methods of research commonly used in speech-language pathology. Students learn the fundamentals of research including how to select appropriate samples, collect various types of data, and conduct analyses using quantitative and qualitative methods. Students are also provided introductions to quantitative and qualitative analysis software packages.

SLPA 6785 - Special Topics in Speech-Language Pathology
  (1.0 - 3.0 /0/ 1.0 - 3.0)   Prerequisite: Teacher Education Admission TE Enrollment requires advisor permission. Title and descriptions of specific courses to be inserted at time of offering. May be repeated for credit. May be repeated for credit.

SLPA 6790 - Clinical Practicum and Methods in Speech-Language Pathology I
  (3 /0/ 3)   This course provides direct clinical experience in which the graduate clinician practices under the supervision of CCC-SLP/A clinicians with individuals exhibiting a diverse range of mild communication disorders. Assignments of clients will be dependent upon student's prior academic, and clinical experiences, and verified by the clinic director. This experience is accumulated in a variety of on- and off-site clinical settings. The acquisition and management of in-formation on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 1-3 clients with mild speech/language disorders seen in individual sessions twice weekly.

SLPA 6791 - Clinical Practicum and Methods in Speech-Language Pathology II
  (3 /0/ 3)   Prerequisite: SLPA 6790. Enrollment requires advisor permission.
This course provides continued direct clinical experience a graduate clinician practices under the supervision of CCC-SLP/A clinicians with individuals exhibiting a diverse range of moderate communication disorders; assignments of clients will be dependent upon student's prior success in SLPA 6790, and upon prior academic, and clinical experiences and verified by the clinical director. This experience is accumulated in a variety of on- and off-site clinical settings. The acquisition and management of information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 4-5 clients with moderate impairments seen in group and individual settings twice weekly.

SLPA 6792 - Clinical Practicum and Methods in Speech-Language Pathology III
  (3 /0/ 3)   Prerequisite: SLPA 6790 and SLPA 6791   Enrollment requires advisor permission. This course provides extended and direct clinical experience in which the graduate clinician practices under the supervision of CCC-SLP/A clinicians with individuals exhibiting a diverse range of moderate-severe communication dis-orders; assignments of clients will be dependent upon student's prior success in SLPA 6790, SLPA 6791, and upon prior academic, and clinical experiences and verified by the clinical director. This experience is accumulated in a variety of on- and off-site clinical settings. The acquisition and management of information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 7-8 clients with moderate-severe dis-orders in group and individual settings 2-3 times weekly.

SLPA 6793 - Medical Clinical Practicum and Methods in Speech-Language Pathology
  (3 /0/ 3)   Prerequisite: SLPA 6790 and SLPA 6791 and SLPA 6792. Enrollment requires advisor permission. This course provides extended and direct clinical experience in which the graduate clinician practices under the supervision of CCC-SLP/A clinicians with individuals exhibiting a diverse range of severe-profound communication disorders; assignments of clients will be dependent upon student's prior success in SLPA 6790, SLPA 6791, SLPA 6792, and upon prior academic, and clinical experiences and verified by the clinical director. Students in this clinic are likely to serve adults with neurogenic communication disorders as well as the severely-profoundly communication impaired child/adolescent. This experience is accumulated in a variety of on- and off-site clinical settings. The acquisition and management of information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 7-8 clients with severe-profound communication disorders in group and individual settings 2-3 times weekly.

SLPA 6794 - Medical Externship in Speech-Language Pathology
  (6 /0/ 6)   Prerequisite: SLPA 6790 and SLPA 6791 and SLPA 6792 and SLPA 6793. Enrollment requires advisor permission. This course provides supervised clinical experience in speech/language therapy for the speech pathology student and satisfies medical/clinical extended placement requirements. Speech-language

assessment, intervention, and case management are emphasized. Students will attend a weekly seminar designed to augment concurrent classroom experiences.

SLPA 6796 - School Internship: Speech-Language Pathology
 (6 /0/ 6)   Prerequisite: SLPA 6790 and SLPA 6791 and SLPA 6792
This course provides supervised clinical experience in speech/language therapy for the speech-language pathology major and satisfies student teaching requirements. Speech-language assessment, intervention, and case management are emphasized. Students will attend a weekly seminar designed to augment concurrent classroom experiences.

SLPA 7720 - Language Disorders and Literacy
 (3 /0/ 3)   Prerequisite: Admission to Teacher Education program. Enrollment requires advisor permission. A study of etiology, characteristics, assessment, diagnosis, intervention, and prevention of speech and language disorders in children, including those children with multicultural backgrounds and special needs. This course is designed to focus on characteristics of growth, norm-reference and criterion-referenced measures, and assessment and intervention procedures and strategies related to reading and literacy development.

Sport Management

SPMG 6001 - Social Issues in Sport
 (3 /0/ 3)   This course examines historical and contemporary issues in sport. The course focuses on the context in which sport administrators will function and the place that sport holds in society and as a social phenomenon. The course leads students to critically examine their own socialization to sport and develop their own perspective for effectively conducting the business of sport.

SPMG 6102 - Revenue Generation in Sport
 (3 /0/ 3)   This course is designed to provide comprehensive coverage of the many traditional sources of revenue available to sport properties. In addition, students will be encouraged to think entrepreneurially to foster the development of new platforms for revenue acquisition. Some of the topics to be covered include fundraising, ticket sales, licensing, and sponsorships.

SPMG 6110 - Sport Law
 (3 /0/ 3)   This course examines legal issues associated with the operation of sport properties. Some of the topics to be covered include tort liability, labor relations, contracts, agency law, discrimination, and intellectual property law. In addition, students will explore the organizational structure of the American court system, judicial process, and how to conduct legal research. The goal of the course is for students to develop managerial thinking that is both deferent to current legal issues and proactive in mitigating risk.

STEM

ECSE 7274 - Introduction to Community-Based STEM Education
 (3 /0/ 3)   none Students will be introduced to the concepts and skills necessary to develop an effective community-based STEM education project as well as the dispositions, knowledge, and teaching skills needed to teach integrated STEM lessons to students in P-5.

ECSE 7275 - STEM Mathematics for Social Justice
 (3 /0/ 3)   Prerequisite: ECSE 7274 - Introduction to Community-Based STEM Education   Concepts and materials which are appropriate for mathematics education integrated with science, technology, and engineering for P- 12 children will be investigated. In addition, STEM education is considered through the lens of social justice, equity, and community-based learning.

ECSE 7276 - STEM Investigations through Ecojustice
 (3 /0/ 3)   Prerequisites: ECSE 7274 - Introduction to Community-Based STEM Education This course will introduce students to research in science education that promotes awareness for multiple perspectives and considers diverse aspects of STEM efforts within the community. Through a focus on ecojustice issues, the student will develop skills necessary to contextualize science instruction for effective community-based STEM initiatives as well as the dispositions, knowledge, and skills needed to teach integrated STEM lessons to students in P-12.

ECSE 7277 - Designing Community-Based STEM Education
 (3 /0/ 3)   Prerequisite: " ECSE 7274 - Introduction to Community-Based STEM Education, ECSE 7275 - STEM Mathematics for Social Justice, and ECSE 7276 - STEM Investigations through Ecojustice" The

purpose of this course is to foster an understanding of how teachers and STEM experts can influence education and impact communities through committed interactions and the sharing of knowledge. Prior STEM understanding will be enhanced through development of integrated STEM projects for the in-service teacher, elementary and secondary classroom, and for dispersal within the community. Through increased opportunity for action and dialogue associated with socio-cultural issues, students will become adept at identifying avenues for involvement in STEM that encourage community involvement as a means of promoting social justice.

ECSE 7500 - Diverse Classrooms in a Global Society
  (3 /0/ 3)   none This course is designed to examine issues relating to cultural pluralism and global perspectives in order to provide a richer understanding and appreciation of the social forces that influence the education of diverse student populations. Particular attention is given to culturally responsive teaching, ethical behaviors, and personal responsibility to affect change. Students will examine, evaluate, and develop curricular materials that include techniques to differentiate for diverse populations of P-12 students.

ECSE 7560 - Contemporary Issues in Education
  (3 /0/ 3)   This course is designed to guide 21st Century teachers in developing perspectives on the influences that affect public schools. Educational problems, trends, and issues will be identified and addressed, especially as they relate to students, teachers, school systems, and American society as a whole.

ECSE 7564 - Content Area Literacy Instruction
  (3 /0/ 3)   This course is designed for teachers who need strategies for helping their students comprehend informational texts and improve their informational writing skills across the curriculum, especially in content areas such as business, math, science, and social studies. Developmentally appropriate practice and literature for teaching reading and writing in the elementary, middle, and high school, to include the study of language and literacy, study skills, print and non-print media, and technology, will be examined across the curriculum and in relation to the Georgia Milestones Assessment System.

ECSE 7566 - Advanced Instructional Strategies for the 21st Century Classroom
  (3 /0/ 3)   This course is designed for continued professional growth of teachers as they investigate and evaluate best practices in the teaching of English language arts, social studies, science, math, business, music, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction.

ECSE 8562 - Using Data to Meet the Needs of Diverse Learners
  (3 /0/ 3)   This course is designed to advance teachers understandings of the philosophies and practices of educational measurement as they apply to diverse student assessment data (specifically data collection and analysis). Students will demonstrate an understanding of the characteristics of quality assessment with regard to the reliability and validity of such measures with special emphasis on existing student diversity. Students will also demonstrate the skills and understanding needed to design and construct their own assessments and interpret the results of these assessments as well as those made by others.

Graduate Faculty

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https://www.westga.edu/testing/

Accessibility Services Accommodations
https://www.westga.edu/testing/

Advanced Academy
https://www.westga.edu/advancedacademy/

Advising Center
https://www.westga.edu/advising/

The Antonio J. Waring, Jr. Archaeological Laboratory
http://waring.westga.edu/

Athletics
http://www.uwgsports.com

Auxiliary Services
https://www.westga.edu/aux/

Bursar's Office
https://www.westga.edu/bursar/

Career Services
https://www.westga.edu/careerservices/

Center for Academic Success
https://www.westga.edu/cas/

Center for Business Excellence
https://www.westga.edu/cbe/

Center for Student Involvement
https:/www.westga.edu/csi/

Center for Teaching and Learning
https://www.westga.edu/ctl/

Central Stores, Receiving and Delivery
https://www.westga.edu/csrd/

College of Arts and Humanities
https://www.westga.edu/academics/coah/

College of Education
https://www.westga.edu/academics/education/index.php

College of Science and Mathematics
https://www.westga.edu/cosm/

College of Social Sciences
https://www.westga.edu/coss/

Continuing Education
https://www.westga.edu/conted/

Counseling Center
https://www.westga.edu/counseling/

CourseDen
https://westga.view.usg.edu

Department of Accounting and Finance
https://www.westga.edu/accfin/

Department of Anthropology
https://www.westga.edu/anthropology/

Department of Art
https://www.westga.edu/art/

Department of Biology
https://www.westga.edu/biology/

Department of Chemistry
https://www.westga.edu/chemistry/

Department of Communication Sciences and Professional Counseling
https://www.westga.edu/education/cspc/index.php

Department of Computer Science
https://www.westga.edu/computer-science/

Department of Criminology
https://www.westga.edu/criminology/

Department of Economics
https://www.westga.edu/econ/

Department of Educational Technology and Foundations
https://wwww.westga.edu/academics/education/etf/index.php

Department of Early Childhood Through Secondary Education
https://www.westga.edu/academics/education/ecse/index.php

Department of English
https://www.westga.edu/english/

Department of Foreign Languages and Literatures
https://www.westga.edu/forlang/

Department of Geosciences
https://www.westga.edu/geosciences/

Department of History
https://www.westga.edu/history/

Department of Leadership, Research, and School Improvement
https://www.westga.edu/lrsi/index.php

Department of Literacy and Special Education
https://www.westga.edu/academics/education/lrsi/index/.php

Department of Management
https://www.westga.edu/management/

Department of Marketing and Real Estate
https://www.westga.edu/mktreal/

Department of Mass Communications
https://www.westga.edu/masscomm/

Department of Mathematics
https://www.westga.edu/math/

Department of Music
https://www.westga.edu/music/

Department of Philosophy
https://www.westga.edu/philosophy/

Department of Physics
https://www.westga.edu/physics/

Department of Political Science
https://www.westga.edu/polisci/

Department of Psychology
https://www.westga.edu/psydept/

Department of Sociology
https://www.westga.edu/sociology/

Department of Sport Management, Wellness, and Physical Education
https://www.westga.edu/academics/education/smwpe/index.php

Department of Theatre Arts
http://www.westga.edu/theatre/

Distance Education
https://uwgonline.westga.edu

eCore
https://ecore.westga.edu

Engineering Studies Program
https://www.westga.edu/engineering/

Extended Learning
https://www.westga.edu/exlearn/

Film Studies
https://www.westga.edu/academics/coah/georgia-film-academy-certification/

Financial Aid
https://www.westga.edu/finaid/

Free Application for Federal Student Aid
www.fafsa.ed.gov

Global Studies
https://www.westga.edu/globalstudies/

Health Services
https://www.westga.edu/health/

Honors College
https://www.westga.edu/honors/

Housing and Residence Life
https://www.westga.edu/housing/

Information Technology Services
https://www.westga.edu/its/

Irvine Sullivan Ingram Library
https://www.westga.edu/library/

Learning Resources Center
https://www.westga.edu/lrc/

Mail Services
https://www.westga.edu/mail-services/

MyUWG
https://myuwg.westga.edu/

New Student Orientation
https://www.westga.edu/orientation/

Office of Education Abroad
https://www.westga.edu/educationabroad/

Parking & Transportation
https://www.westga.edu/parking/

Publications and Printing
https://www.westga.edu/pubprint/

Registrar's Office
https://www.westga.edu/registrar/

Richards College of Business
https://www.westga.edu/business/

School Improvement
https://www.westga.edu/eddsi/

Student Affairs and Enrollment Management
https://www.westga.edu/vpsa/

Student Financial Services
https://www.westga.edu/bursar/

Student Government Association
https://www.westga.edu/csi/student-government/

Student Handbook
https://www.westga.edu/handbook/

Student Information Technology Services
https://www.westga.edu/sits/

Tanner Health System School of Nursing
https://www.westga.edu/nursing/

TecHUB
https://www.westga.edu/academics/education/techub.php

Theatre
https://www.westga.edu/theatre/

Townsend Center for the Performing Arts
http://www.townsendcenter.org

Undergraduate Admissions
https://www.westga.edu/admissions/

University Bookstore
https://www.bookstore.westga.edu

University Police
https://www.westga.edu/police/

University Recreation
https://www.westga.edu/urec/

UWG Catalogues
https://www.westga.edu/registrar/course-catalogs/

UWG Policies
https://www.westga.edu/policy/

UWG Newnan
https://www.westga.edu/newnan/

UWG Online
https://uwgonline.westga.edu/

West Georgia Wolves (Sports)
http://www.uwgsports.com

West Georgian Newspaper
http://www.thewestgeorgian.com/

Wolves Card Office
https://www.westga.edu/wolvescard/

Writing Center
https://www.westga.edu/writing/

Correspondence Directory

For information, please address inquiries as indicated below:

Graduate Studies/Admissions   Director of Admissions - 678-839-1394

Alumni   Executive Director of Alumni Services - 678-839-4107

Business Matters and Expenses   Vice President for Business and Finance - 678-839-6410

Academic Programs   Provost & Vice President for Academic Affairs - 678-839-6445

General Information   678-839-5000

Housing and Residence Life   Director of Residence Life - 678-839-6426

*Scholarship and Student Aid   Director of Financial Aid - 678-839-6421

Transcripts and Academic Records Registrar - 678-839-6438

*Individuals, organizations, or business firms desiring to contribute funds for scholarships and other purposes are invited to contact the University of West Georgia Foundation, Inc. Telephone 678-839-6582.

Visitors Welcome

The University welcomes visitors to the campus. All administrative offices are open Monday through Friday from 8:00 a.m. to 5:00 p.m.

University Police

All emergencies (fire, medical, crimes in progress) should be reported to the University Police. The University Police will respond to all calls for assistance and coordinate the response of other emergency personnel as needed.

The University community is encouraged to report any on-campus crime for which they are a victim or witness. The University Police investigates all reported crimes and assist the victim in prosecuting the case through the criminal courts. Students who commit crimes on the campus are subject to both criminal prosecution as well as disciplinary action through Student Judiciary.

The University Police operate the campus warning network (Wolf Alert) and Wolf Guardian which is a service that turns your cell phone into a campus panic button. Both services are free and you can register for both by logging into the Portal and clicking on the icons within the University Police Box. Information about campus crime (Clery Act) can be found on the web page as well.

University Police Emergency - Area 678-839-6000 (24/7/365)

Criminal Investigations - Are 678-839-4974 (8:00am to 5:00pm- Monday through Friday)

Administration - 678-839-6252 (8:00am to 5:00pm - Monday through Friday)

Web Page: http://www.westga.edu/police/index.php

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