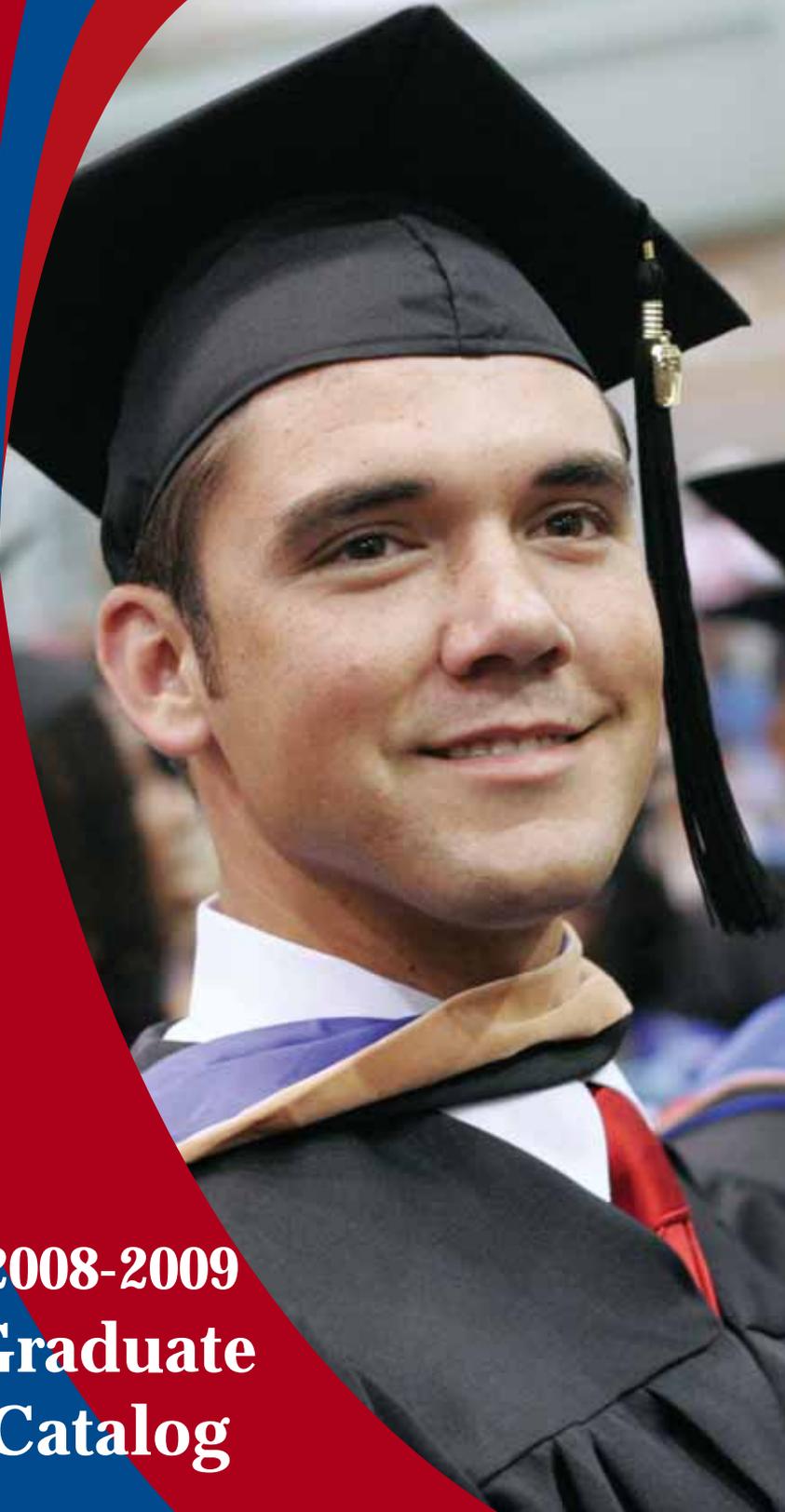


UNIVERSITY OF WEST GEORGIA

**2008-2009
Graduate
Catalog**



Inquiries concerning graduate study and requests for application forms and other graduate material should be addressed to the Graduate School, University of West Georgia, Carrollton, Georgia 30118-4160, or by calling 678-839-6419.

E-mail: gradsch@westga.edu • Web: www.westga.edu/~gradsch/

Student Responsibility

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution. While every effort will be made to ensure accuracy of the material stated herein, (the Institution) reserves the right to change any provision listed in this catalog, including, but not limited, to academic requirements for graduation and availability of courses and programs of study without actual notice to individual students. Every effort will be made to keep students advised of such changes.

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 himself or herself 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 institution 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 institution 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/her by the institution.

Graduate Catalog 2008-2009

**UNIVERSITY
OF
WEST GEORGIA**

The University System of Georgia

www.westga.edu

Carrollton, Georgia
(USPS 368-730)

**Graduate Issue 2008
With
Announcements For 2008-2009**

Volume LXXII

July, 2008

Number 1

This University of West Georgia publication is mailed as Periodicals Matter at the Post Office in Carrollton, Georgia 30117, and is published five times a year in March (2), July (1), August (1), and October (1). POSTMASTER: Please send changes of address to Registrar, University of West Georgia, Carrollton, Georgia 30118.

How to Find Information Related to Academic Programs and Courses

This catalog includes directional tools customarily included in such publications. The **Table of Contents** (see page 5), the **Index to Course Listings** (see page 293), the general **Index** (see page 294), 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

The chapter titled "Degree Programs," page 73, organizes information on programs within each of the three major academic divisions of the University: The College of Arts and Sciences, the Richards College of Business, and the College of Education. 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

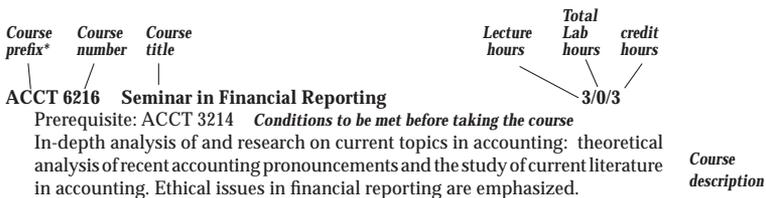
Information about each academic department with a graduate program is provided. This information includes the department Web address, phone number, location, the department graduate faculty, descriptions of programs and program requirements, and, finally, a list of courses offered by the department with a description for each course.

Programs

All academic programs of study are listed in the general **Index** that begins on page 294. The page numbers listed after each direct readers to the description of the program.

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 course prefixes and the programs they refer to can be found in the Index to Course Listings on page 293 and the inside back cover.

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www.westga.edu/~gradsch/

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of Business Administration*



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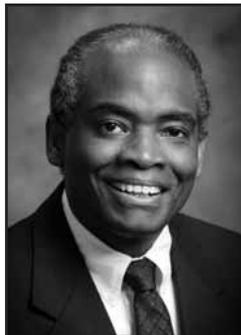
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Interim Dean, The Graduate School*



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Dean, Richards College of Business*



*Dr. Kim K. Metcalf
Dean, College of Education*



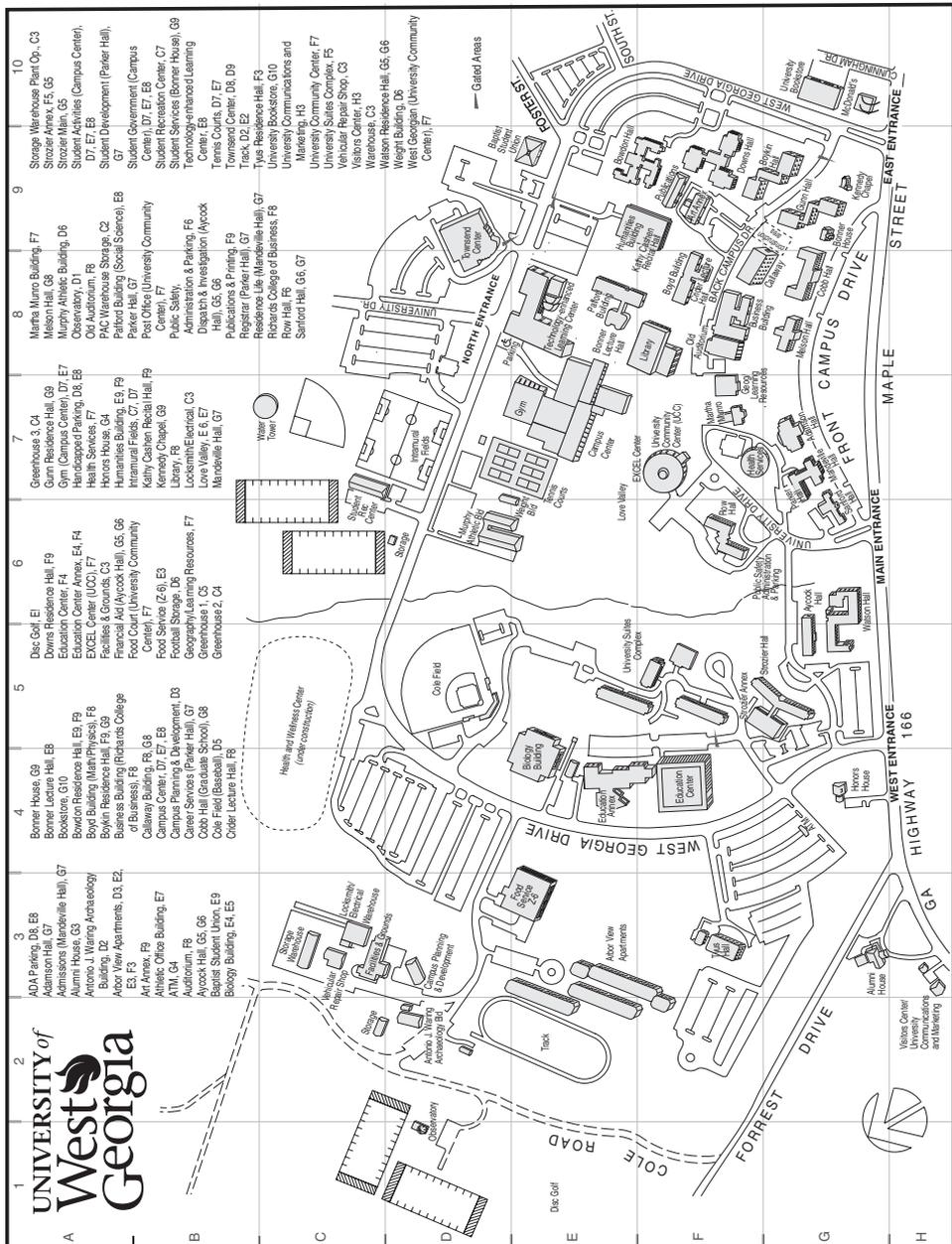
*Dr. Donadrian Rice
Interim Dean, College of Arts & Sciences*



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Dean, Honors College*

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UNIVERSITY OF WEST GEORGIA

2008-2009

GRADUATE SCHOOL CALENDAR

FALL SEMESTER, 2008

July 11	Graduation Application deadline for Fall 2008
July 18	Graduate School Application deadline for Fall 2008
August 4	Fall Contract Begin Date for Faculty
August 6-7	New Faculty Orientation
August 8-12	Department and College faculty meetings (various times)
August 13	Fall General Faculty Meeting
August 14	New student registration
August 15	Classes begin
August 15-21	Drop/add and late registration
August 30	No Saturday Classes
September 1	Labor Day (no classes, offices closed)
October 8	Last day to withdraw with grade of W
October 9-10	Fall break (no classes, offices open)
October 11	No Saturday Classes
October 17	Graduation Application deadline for Spring 2009
November 21	Last day to submit theses, Ed.S. research projects and dissertations for Fall Semester graduation
November 21	Graduate School Application deadline for Spring 2009
November 25	All classes meet, except T only classes
November 26-29	Thanksgiving Recess (no classes)
November 27-28	Holiday (offices closed)
December 1	Last Day of M only classes
December 2	Last Day of T only classes
December 3	Last Day of MW classes & W only
December 4	Last Day of T Th classes & Th only
December 5	Last day of MWF classes
December 6	Examinations, Saturday Classes
December 8-12	Examinations
December 13	Graduation – Saturday (exact times and order of colleges TBD)
December 15	Grades due by 8:30 am

December 17-Jan. 8 Winter Break
 December 24-Jan. 1 Offices closed

SPRING SEMESTER, 2009

October 17	Graduation Application deadline for Spring 2009
November 21	Graduate School Application deadline for Spring 2009
January 6	New Student Registration
January 7	Classes begin
January 7-13	Drop/add and late registration
January 17	No Saturday classes
January 19	Martin Luther King Holiday (offices closed, no classes)
February 20	Graduation Application deadline for Summer 2009
March 2	Last day to withdraw with grade of W
March 16-21	Spring Break (no classes)
March 21	No Saturday Classes
April 1	Honors Convocation (classes cancelled 1:00-4:00 p.m.)
April 22	Last Day of W only classes
April 23	Last Day of Th only classes
April 24	Last day to submit theses, Ed.S. research projects and dissertations for Spring Semester graduation
April 27	Last Day of M only classes
April 28	Last Day of T Th & T only classes
April 29	Last Day of MW & MWF classes
April 30	Reading Day
April 30	Spring General Faculty Meeting
May 1-7	Examinations
May 2	Saturday Exams
May 9	Graduation – Saturday (exact times and order of colleges TBD)
May 11	Graduate School Application deadline for Summer 2009
May 11	Grades Due by 8:30 am

SUMMER SEMESTER, 2009

February 20	Graduation Application deadline for Summer 2009
July 17	Last day to submit theses, Ed.S. research projects and dissertations for Summer Semester graduation

SESSION I (11 days)

May 18	Classes begin
May 18	Drop/add and late registration
May 25	Holiday, no classes (offices closed)
May 26	Last day to withdraw with grade of W
June 2	Last day of classes
June 3	Reading Day
June 4	Examinations

SESSION II (36 days)

June 5	New student registration
June 8	Classes begin
June 8-9	Drop/add and late registration
July 1	Last day to withdraw with grade of W
July 3	Independence Day Holiday (no classes, offices closed)
July 10	Graduation Application deadline for Fall 2009
July 28	Last day of class
July 29	Reading Day
July 30-31	Examinations
August 1	Graduation – Saturday (time TBD)

SESSION III (17 days)

June 8	Classes begin
June 8-9	Drop/add and late registration
June 18	Last day to withdraw with grade of W
June 30	Last day of class
July 1	Reading Day
July 2	Examinations

SESSION IV (17 days)

July 6	Classes begin
July 6	Drop/add and late registration
July 16	Last day to withdraw with grade of W
July 28	Last day of class
July 29	Reading Day
July 30	Examinations
August 1	Graduation – Saturday (time TBD)

UNIVERSITY OF WEST GEORGIA

MISSION STATEMENT

The University of West Georgia seeks to achieve preeminence in providing educational excellence in a personal environment through an intellectually stimulating and supportive community for its students, faculty, and staff.

Purpose

The University, a charter member of the University System of Georgia, is a comprehensive, residential institution providing selectively focused undergraduate and graduate public higher education primarily to the people of West Georgia. The University is also committed to regional outreach through a collaborative network of external degree centers, course offerings at off-campus sites, and an extensive program of continuing education for personal and professional development. Opportunities for intellectual and personal development are provided through quality teaching, scholarly inquiry, creative endeavor, and service for the public good.

Essential Activities

West Georgia educates students in a range of disciplinary, interdisciplinary, and professional programs at the baccalaureate level. It also offers a significant number of graduate programs at the master's and educational specialist's levels. The University has a commitment to education at the doctoral level in the field of education as well as other selected areas. In addition to being accredited as an institute of higher education, the University maintains national accreditation or recognition in most undergraduate and graduate fields of specialization.

The University of West Georgia pursues its purpose through the following activities:

- Instruction in general education and the promotion of life-long learning that together lay the foundations of what is essential to being an educated person.
- Faculty-directed student research and professional activities that complement classroom learning through learning by doing and reflection on doing.
- Faculty research, scholarship, and creative endeavors that promote knowledge, enhance professional development, contribute to quality instruction, and provide for significant student involvement and field-based experience.
- Educational opportunities such as the Honors College and, for extraordinary high school-aged students, the Advanced Academy of Georgia that serve the needs of exceptionally prepared students.
- Systematic investigation of teaching and student learning that fosters innovation in teacher, professional, and pre-professional preparation.
- The use and exploration of existing and emerging technologies that improve opportunities for faculty and student learning.
- A broad range of public service activities and proactive partnerships that promote more effective utilization of human and natural resources; contribute to economic, social and technical development; and enhance the quality of life within the University's scope of influence.

- Student services, including outstanding first-year experiences, which increase opportunities for academic success and personal development and enhance the climate of campus life.

Values

The University of West Georgia values the following:

- High-quality general education, undergraduate and graduate programs, that:
 - 1) Are grounded in a strong liberal arts curriculum;
 - 2) Impart broad knowledge and foster critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning;
 - 3) Emphasize disciplinary rigor;
 - 4) Foster the development of effectiveness in communication, critical and independent thinking, problem solving, and the use of information resources and technology; and
 - 5) Create a learning community dedicated to instructional excellence where close student-faculty interaction enhances both teaching and learning for a diverse and academically well-prepared student body.
- Cultivation of a personal environment.
- Affirmation of the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff.
- Practices that embody the ideals of an open democratic society and that cultivate an environment of collegiality.

These commitments culminate in educational experiences that foster the development of thoughtful and productive leaders and citizens who make a positive impact throughout an increasingly global society.

MISSION STATEMENT OF THE GRADUATE SCHOOL

[revised 6/18/2007]

The graduate programs at the University of West Georgia provide well-qualified students with the opportunity to engage in research, advanced study, creative activities, and personal development to become successful teachers, scholars, and practitioners in their chosen professions. To that end, the Graduate School awards Master's, Educational Specialist and Doctoral degrees in selected areas. Graduate programs result in the creation of new knowledge and information and benefit undergraduate instruction.

UNIVERSITY OF WEST GEORGIA

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- JAMES R. COLLEY *Professor of Business Administration; Accounting and Finance*
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- CATHLEEN F. DOHENY *Associate Professor of Early Childhood
and Elementary Education*
- JILL A. DRAKE *Associate Professor of Early Childhood and Elementary Education*
- BRIDGETTE GUNNELS *Assistant Professor of Spanish*
- DONNA HARKINS *Associate Professor of Reading*
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- KATHERINE S. MOFFEIT *Professor of Business Administration*
- HARRY MORGAN *Professor of Early Childhood and Elementary Education*
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DUANE YODER	<i>Assistant Professor of Computer Science</i>
HENRY ZOT	<i>Professor of Biology and Chair, Department of Biology</i>



Tully Fountain at the Education Center

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 18 members, five of whom are appointed from the state-at-large, and one from each of the 13 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 35 colleges and universities: four research universities, two regional universities, 13 state universities, seven state colleges, and nine two-year colleges. These institutions enroll more than 270,000 students and employ approximately 11,000 faculty and 28,600 staff to provide teaching and related services to students and the communities in which they are located.

Board of Regents of the University System of Georgia
270 Washington Street, SW
Atlanta, Georgia 30334
U.S.A.

University System of Georgia Strategic Plan

Transforming the System, Changing Lives, Strengthening the State

The Board of Regents has utilized strategic planning for a number of years to guide its policy development and annual budget requests. The board's current Strategic Plan was adopted in August 2007.

The Plan has a theme of building capacity in every aspect of the System's operations. The Plan will direct actions that transform the System, change lives, and strengthen the State.

The Plan defines six broad goals designed to ensure that the investment the citizens of Georgia have made in their system of public higher education continues to serve the needs of future generations.

For more information on the University System's Strategic Plan, go to: <http://www.usg.edu/regents/strategic/>

The six strategic goals:

1. Renew excellence in undergraduate education to meet students' 21st century educational needs.
2. Create enrollment capacity to meet the needs of 100,000 additional students by 2020.
3. Increase the USG's participation in research and economic development to the benefit of a global Georgia.
4. Strengthen the USG's partnerships with the state's other education agencies.
5. Maintain affordability so that money is not a barrier to participation in the benefits of higher education.
6. Increase efficiency, working as a System.

Members of the Board of Regents

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James A. Bishop.....	First (1/01/07 - 1/01/11)
Hugh A. Carter, Jr.	At-Large (8/08/00 - 1/01/09)
William H. Cleveland, VICE CHAIR.....	At-Large (10/04/01 - 1/01/09)
Robert F. Hatcher	At-Large (1/06/06 - 1/01/13)
Felton Jenkins.....	At-Large (1/06/06 - 1/01/13)

Kessel Stelling	Sixth (1/01/08 - 1/01/15)
W. Mansfield Jennings, Jr.	Eighth (1/06/06 - 1/01/13)
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Donald M. Leebern, Jr.	At-Large (1/01/05 - 1/01/12)
Elridge McMillan	Fifth (1/01/03 - 1/01/10)
William Nesmith, Jr.	Tenth (3/13/08 - 1/01/11)
Doreen Stiles Poitevint	Second (1/13/04 - 1/01/11)
Willis J. Potts	Eleventh (3/07/06 - 1/01/13)
Wanda Yancey Rodwell	Fourth (1/1/05 - 1/01/12)
Benjamin J. Tarbutton, III	Twelfth (1/06/06 - 1/01/13)
Richard L. Tucker	Seventh (1/28/05 - 1/01/12)
Allan Vigil, CHAIR	Third (8/06/03 - 1/01/10)

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Research Universities

Athens 30602

*University of Georgia-h; A,B,J,M,S,D,
DVM, PHARMD*

Atlanta 30332

*Georgia Institute of Technology-
h;B,M,D*

Atlanta 30302

*Georgia State University-
B,M,S,D,J*

Augusta 30912

*Medical College of Georgia-h;
B,M,D*

Regional and State Universities

Albany 31705

Albany State University-h;A,B,M,S

Americus 31709

*Georgia Southwestern State Univer-
sity-h; B,M,S*

Augusta 30904

Augusta State University-A,B,M,S

Carrollton 30118

*University of West Georgia-h;
B,M,S,D*

Columbus 31907

Columbus State University-A,B,M,S

Dahlonega 30597

*North Georgia College and State
University-h; A,B,M,S*

Fort Valley 31030

*Fort Valley State University-h;
A,B,M,S*

Kennesaw 30144

*Kennesaw State University-h;
B,M,S,D*

Marietta 30060

*Southern Polytechnic State Univer-
sity-h; A,B,M*

Milledgeville 31061

*Georgia College and State University-
h; B,M,S*

Morrow 30260

Clayton State University-A,B,M

Savannah 31419

*Armstrong Atlantic State University-
A,B,M*

Savannah 31404

Savannah State University-h; A,B,M

Statesboro 30460

*Georgia Southern University-h;
B,M,S,D*

Valdosta 31698

*Valdosta State University-h;
A,B,M,S,D*

State Colleges

Albany 31707

Darton College-A

Atlanta 30310

Atlanta Metropolitan College-A

Bainbridge 39818

Bainbridge College-A

Barnesville 30204

Gordon College-h; A,B

Brunswick 31520

Coastal Georgia Community College-A

Clarkston 30021

Georgia Perimeter College-A

Cochran 31014

Middle Georgia College-h; A,B

Dalton 30720

Dalton State College-A,B

Douglas 31533

South Georgia College-h; A

Gainesville 30503

Gainesville College-A,B

Lawrenceville 30043

Georgia Gwinnett College-B

Macon 31206

Macon State College-A,B

Rome 30162

Georgia Highlands College-A

Swainsboro 30401

East Georgia College-A

Tifton 31763

Abraham Baldwin Agricultural College-h; A,B

Waycross 31503

Waycross College-A



Board of Regents of the
University System of Georgia
270 Washington Street, S.W.
Atlanta, Georgia 30334

h;-On Campus Student Housing Facilities

Degrees Awarded:

A-Associate

B-Bachelor's

J-Juris Doctor

M-Master's

S-Specialist in Education

D-Doctor's

DVM-Doctor of Veterinary Medicine

PHARMD-Doctor of Pharmacy

GENERAL INFORMATION

Graduate School

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 University of West Georgia.

Degrees offered include the Master of Arts with majors in criminology, English, history, psychology, and sociology; the Master of Music; and the Master of Public Administration. There is the Master of Science degree with majors in biology, mathematics and applied computer science, the Master of Science in Rural and Small Town Planning, and the Master of Science in Nursing. Also offered are the Master of Professional Accounting and the Master of Business Administration. The Master of Education degree is offered with majors in administration and supervision, art education, business education, early childhood education, French Language Teacher Education, professional counseling, media, middle grades education, physical education, reading, secondary education (English, mathematics, science, and social science), Spanish Language Teacher Education, special education, and speech-language pathology. Also offered is the Specialist in Education degree with majors in administration and supervision, business education, early childhood education, professional counseling, media, middle grades education, physical education, secondary education (English, mathematics, science, and social science), and special education (curriculum specialist, leadership). In addition, the Doctor of Education in School Improvement and the Doctor of Education in Counseling and Supervision are offered through the College of Education; and a doctorate in Psychology in Individual, Organizational, and Community Transformation: Society and Consciousness is offered. Graduate certificate programs are offered in selected areas of the arts and sciences. We also offer non-degree initial certification programs in selected areas for teacher education.

All graduate work is administered by the Graduate School and the Committee on Graduate Studies. All correspondence should be addressed to the Dean of the Graduate School.

Accreditations and Affiliations

The University of West Georgia is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, education specialist's degrees, and an education doctor-

ate degree. Accreditations also include the following:

AACSB International-The Association to Advance Collegiate Schools of Business

American Chemical Society

American Speech-Language Hearing Association

Commission on Collegiate Nursing Education

Computing Accreditation Commission of the Accreditation Board for Engineering and Technology

Council for Humanistic and Transpersonal Psychologies

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 Council of Graduate Schools, the Conference of Southern Graduate Schools, the American Council on Education, the American Association of State Colleges and Universities, the American Association of Colleges for Teacher Education, the Georgia Association of Colleges, the National Association for Foreign Student Affairs, the National Business Education Association, National Association of Graduate Admission Professionals, and the National Collegiate Honors Council.

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 of some 85,000 square feet provides seating space for 700, an electronic classroom, a conference room, small group study rooms, lockable faculty carrels, 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.

The library is named in honor of Irvine Sullivan Ingram, 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 where patrons may enjoy food and drink while accessing the wireless network, working individually or in small groups, or browsing through the new books, current newspapers and periodicals on display. Ingram Library houses a collection of student and faculty art, including "The Prophet," a bronze by Gary Coulter, presented by the Class of 1968, which stands at the entrance, and "Sporangium Disseminating Spores," a large ceramic installation by Cameron Covert and Bruce Bobick, completed in 1980. Rotating displays of student art and writing inspired by programs developed by the Thomas B. Murphy Holocaust Teacher Training and Resource Center, which is located on the second floor of the library, may be viewed in the Center and in the lobby.

Library collections include nearly 400,000 cataloged volumes, over 1,000,000 microforms, and more than 20,000 maps and charts. The library provides access to some 16,000 print and electronic serials, including magazines, scholarly journals, and newspapers. As a selective depository for federal documents, the library houses an

extensive collection of United States government publications and provides access to government information available in online and other electronic formats.

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.

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 and faculty through any computer with internet access. By providing access to an extensive range of online materials, 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. Fax and courier services to off campus class sites, and arrangements with libraries in Newnan and other locations also support off campus students.

The Annie Belle Weaver Special Collections area on the third 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. A special effort is being 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 taped between 1985 and 1995 as well as interviews with his staff and some of his supporters.

Information about library programs and services is distributed through publications available in the building, and through the library web site. An online newsletter chronicles developments within the library, while an online announcements site outlines upcoming events, programs and classes.

The library pursues an aggressive instruction program. A for-credit course, which is part of Area B, is taught in the library's computer-enhanced classroom as well as

via the web. The course is designed to orient students to doing research in academic libraries and to critically evaluating information resources. Throughout the semester students may register on the library web site to attend basic library skills classes addressing various topics. In addition, classes tailored to specific assignments and other types of customized instruction are developed for upper-level and graduate courses. Individuals seeking assistance with library resources and research needs can utilize reference services at the reference desk, via telephone, and through the online *AskAL* service available through the library web site.

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. 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 area organizations, the Center provides curriculum development assistance, teacher conferences, staff development seminars, exhibits, and other programs.

The Learning Resources Center

www.westga.edu/~lrc/lr/home

The Department of Learning Resources provides faculty and students with instructional technology for classroom use as well as assistance with instructional design services. Learning Resources stocks and maintains a wide-ranging inventory of audio-visual technology from slide projectors and overheads to DVD players and LCD projectors. It is also responsible for installation and maintenance of technology permanently placed in classrooms such as TV/VCRs, overhead projectors, and multimedia equipment. The LRC assists in training faculty and staff in the use of instructional technology. Creation of visual aids such as color slides, overhead transparencies, computer-generated slides, and on-screen presentations are also important services of Learning Resources. The Instructional Resources area scans photos and slides, digitizes video, converts photos into slides, and provides darkroom services such as printing black and white photographs and developing Ektachrome slides. Other production services such as lamination, black and white transparencies, and VHS tape dubbing are also available. LRC professional staff members hold advanced degrees from accredited institutions and have extensive experience in instructional technology and design. Learning Resources is located on the ground floor of the Learning Resources/Geography Building across from the Library on Back Campus Drive.

Information Technology Services

www.westga.edu/~its/

Information Technology Services (ITS) provides technology leadership and support to all areas of the University of West Georgia community. ITS offers a wide variety of services — from user assistance and training to planning and maintaining the campus-wide network. Providing this range of services makes its role a very

challenging one. To successfully meet the challenge, ITS is continually upgrading services and equipment that are available to the campus community.

ITS maintains support of the central Sun Microsystems Unix servers for the campus. This includes a cluster of SunFire v880s, which provides e-mail and web accounts for all students, faculty, and staff, and a Sun 4500, which supports the Banner Student System. ITS also operates the campus' central ONE CARD server in addition to providing support for approximately 25 NT and Linux file servers, which serve both the academic and administrative communities.

ITS also manages the campus' administrative and residence hall data and telephone networks. The campus data network maintained by ITS is a completely switched, high-speed network providing switched ten megabit connections to students in the computer labs and the students living in the residence halls. High-speed Internet access from the University campus is provided through a link to PeachNet, operated by the University System of Georgia.

Student microcomputer labs are located in the College of Business, the College of Arts and Sciences, the College of Education, and the University Community Center. Many of these labs are used for instruction; however, the Community Center computer lab is an open lab for general use.

University of West Georgia Alumni Association

The alumni of the University of West Georgia constitute the largest single constituency and represent the most valuable resource for the University. Membership in the National Alumni Association is open to all graduates of the University of West Georgia, West Georgia College, or the Fourth District Agricultural and Mechanical School. A 47-member Board of Directors, along with several lifetime members, directs activities of the Association. 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*, other smaller publications, as well as an electronic newsletter. Major activities sponsored by the National Alumni Association include Homecoming, "On the Road" regional alumni receptions, and many other reunions and special events that involve hundreds of alumni each year.

EXECUTIVE COMMITTEE

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 Jim Rowell '67, '76, '79 – Bowdon
 Judy Rowell '66, '70, '72 – Bowdon
 Chris Shuler '85 – Duluth
 Peggy Smith '61 – Carrollton
 Barbara Tanner '52 – Carrollton
 Gary Turner '71, '80, '93 – Buford
 Roy Vanderslice '72 – Powder Springs
 Mignon Wessinger '71, '78, '84
 Joy White '51 – Atlanta
 David Wiggins '74, '76 – Carrollton
 Bonnie Wolf '71 – Atlanta

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 purpose of the Foundation is to promote the cause of higher education within the State of Georgia, to source and receive gifts for the support and enhancement of the University, and to aid the University in its development as a leading educational institution within the State of Georgia and the southeast region of the

United States.

The Foundation's Board of Trustees is composed of business, professional, and community leaders plus officers elected by the Board. The Board establishes and provides oversight of the Foundation's operating financial policies and procedures. In addition, the Foundation is committed to provide for the integrity of original corpus (principal) dollars plus assure that all fiduciary commitments made to the Foundation's donors are honored for the life of their agreements. The officers and trustees of the Foundation are committed to a policy of full-disclosure.

The Board of Regents of the University System has recognized that gifts and income from endowments that provide for the private support of system institutions are not taken into account when determining the allocation of state funds to the institution. The Board of Regents recognizes that all of its institutions are dependent, in part, on private funding and encourages all of its institutions to seek the support of alumni, friends, corporations, and other private organizations.

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STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

Student Affairs and Enrollment Management Departments

Residence Life

Student Judicial Affairs

Student Development Center

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International Students

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Career Services

Career Employment

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Professional Practice Program

Cooperative Education

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Sports

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STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

www.westga.edu/~stusrv/

Student Affairs and Enrollment Management Departments

The Division of Student Affairs and Enrollment Management, as a complement to the academic program 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 supervised by twelve departments under the direction of the Vice President for Student Affairs and Enrollment Management and Dean of Students whose office is located in the Bonner House (telephone 678-839-6423).

Residence Life

Professional and student staff manage the residence halls and support the academic program of the University by offering programs and services that facilitate academic success and individual development. Each residence hall is supervised by a full-time residence life coordinator or part-time resident director who assumes major responsibility in the areas of administration, programming, staff training and student development. Resident assistants are undergraduate students who are trained to create a community environment for residents on each floor. Tyus Hall, because of its unique physical configuration, is the residence hall most preferred by graduate students.

Application Procedures

(A) Fall and spring semesters: All contracts for the fall or spring semester must be returned to the Residence Life Office with a \$250 deposit in the form of a check or money order before any contract will be processed or room assignment made.

(B) Summer semester: A separate contract is required for the summer semester. The Residence Life Office will not assume that a summer semester resident will automatically continue for the fall semester.

(C) Any student admitted for the fall semester who later decides to attend the summer session must submit two contracts. The first contract should be returned to the Residence Life Office as soon as possible in order to be assured of fall semester housing. The student should then write the Residence Life Office directly to request a second contract to be used for summer semester housing.

A \$250 deposit serves as a room reservation, room damage, and room clearance deposit. Deposit refunds will be made according to the terms and conditions of the housing contract.

Contract Terms

The residence life contract for all halls except the Arbor View apartments is a legally binding contract for the entire academic year of fall and spring semesters. The contract financially obligates a resident to the end of the contract period which for most students is the end of spring semester. A contract buy-out option is available to eligible students who wish to cancel their contracts during the academic year.

The Arbor View Apartment contract is a legally binding contract for 11½ months beginning on the day the halls open for Fall semester and extending through July

of the following calendar year. The contract financially obligates a resident to the end of the contract period. A contract buy-out option is not available in Arbor View. It is important that all students keep a copy of the terms and conditions of their contract and become familiar with them.

Students are reminded that the University accepts no responsibility for items which are lost or damaged in the residence halls, regardless of reason. Each student is encouraged to carry personal property insurance or check to be certain that personal property is covered under the parents' insurance policy.

Residence halls (except for Tyus Hall, Arbor View, and University Suites) and the dining hall are closed between semesters and during Thanksgiving and Spring breaks.

Assignments

A sign-up period for the following year is held during the spring semester. Notifications of new assignments are made prior to the beginning of each semester.

Residence hall rooms are reserved on the basis of the date of receipt of the residence hall contract and deposit and space availability. The Residence Life Office will recognize preferences for a specific residence hall; however, preferred assignments cannot be guaranteed. Consideration of a roommate request will be given if the request is mutual and all requested information is complete. Room assignments will not be made until the student fulfills admission requirements; therefore, it is in the student's best interest to complete all admission requirements as soon as possible.

Student Judicial Affairs

Students are expected to have a responsible attitude towards the regulations and standards of the university, the laws of the community, state, and nation, and to respect the standards of their fellow students. This office administers the campus discipline process and adjudicates alleged violations of the Student Code of Conduct as outlined in the *Student Handbook*, www.westga.edu/assets/docs/studentHandbook-current.pdf.

Student Development Center

The Student Development Center, a part of Student Affairs and Enrollment Management, offers a variety of programs and services, most of which are free, to all West Georgia students. To inquire about services, stop by Room 272, Parker Hall, or telephone 678-839-6428. All contacts with the Center are confidential.

Disability Services

The Student Development Center coordinates special services for students with disabilities. Assistance is available for students with a temporary or permanent physical or psychological disability or with a learning disorder. Learning disorders include attention deficit disorder, acquired brain injury, and learning disability. To receive the services, a student must provide recent documentation (test evaluations that say clearly that a physical, psychological or learning disorder is present), and the documentation should be no more than three years old. The Coordinator for Disability Services is Dr. Ann Phillips.

For all types of disability, certain accommodations are provided in order to offset as far as is possible the effect the disability may have on learning, performance in class, and testing. These accommodations are determined and developed on a case by case basis by the Coordinators of Disability Services based on the student's

psychoeducational or medical evaluation and on a personal interview with the student, as well as with the student's parents when appropriate. Consultations with the Coordinator of Testing and the Assistant to the Vice President for Academic Affairs may also be incorporated into the decisions about accommodations. Accommodations may include, but are not limited to, the following:

- Early registrations for all students with disabilities.
- A written, individualized Student Accommodations Report for professors, if desired.
- Classrooms moved for accessibility.
- Modification of test format.
- Substitution of English language courses for a foreign language requirement.
- Special test administrations.
- Extended test times.
- Preferred seating in classrooms.

Help in locating and acquiring necessary classroom assistance for students with a disability is provided by the Coordinators of Disability Services and includes such aids as notetakers, sign language interpreters, books on tape, readers, special furniture, student aides, visual aids equipment, and other such assistance as is needed. Call 678-839-6428 for information.

International Services and Programs

The International Services and Programs Office, located in 223 Row Hall, provides assistance and advice regarding housing, immigration matters, finances, personal adjustment, and referrals to appropriate members of the University and the Carrollton community to all non-resident and resident aliens (F, J, etc.). This office also offers services to faculty who are here on F, J or H visas. Call 678-839-4780 for assistance.

Health Service

The University provides a student health service primarily for diagnosis, first aid, and treatment of patients with minor or short term acute illnesses or injuries. These services are provided under the supervision of a physician. Health Service is open weekdays throughout the semester from 8 a.m. to 6 p.m. Monday through Thursday and from 8 a.m. to 5 p.m. Friday. Summer semester hours are 8 a.m. to 4 p.m. Monday through Friday. Health Service is closed during official holidays.

While most illnesses are treated by the staff in the University Health Service, sometimes it is necessary to refer a student to other medical personnel or facilities for special services such as X-ray, surgery, and dentistry. Whenever this occurs, or whenever a student chooses the services of medical personnel or facilities other than those available at Health Service, the expenses for such services are paid by the student. Prenatal care cannot be provided by Health Service. Any prescriptions needed and not stocked at Health Service must be purchased at an outside pharmacy at the student's expense.

Many tests done within the Health Service laboratory are included in the students' health fee. Other lab tests done in house or processed by Carrollton or Atlanta laboratories are charged to the student at cost. X-rays at Tanner Medical Center also are charged to the student.

Students may be referred by the Health Service's staff to the emergency room at Tanner Medical Center, the local hospital. In such cases, the hospital will consider

the student responsible financially. Students are responsible for all medical expenses related to treatment off-campus, including ambulance transportation.

Therefore, if they are covered by personal or parents' insurance, they should have an insurance policy number in their possession.

Students who do not have health insurance should obtain it. The University System of Georgia has contracted with Pearce & Pearce, Inc. to provide insurance for students. For more information, please contact the Graduate School Office at 678-839-6419.

Graduate Assistants are required to have health insurance through Pearce & Pearce, Inc. For more information, students should contact the Graduate School. International students also are required to have health insurance through Pearce & Pearce. For more information, they should contact the International Student Advisor.

Career Services

The Department of Career Services provides a comprehensive career development and employment program for all students and alumni of West Georgia. Available services include: job search/career coaching, resume referral to employing organizations, student employment opportunities, volunteer services, and career-related learning experiences through the Professional Practice Program. Those interested in more information about these services and others available through the office may read the information below, review the information on the Internet at careerweb.westga.edu, or contact the department in Room 355, Parker Hall at 678-839-6431.

Career Employment

Career Employment Services provides information and assistance to currently registered students as well as alumni regarding career options and full-time employment opportunities. Services include the following:

- An on-campus recruitment program.
- A job listing and candidate referral service.
- A career resource library containing both information on specific careers as well as background information on various companies, state and federal government agencies, and many other organizations, as well as a computer lab.
- Orientation seminars and workshops presented every semester on writing a professional resume and cover letter, successfully preparing for an employment interview, and effective job search strategies are offered at no cost to students or alumni.
- A series of job fairs and career days scheduled throughout the academic year to assist students in making informed career decisions and establishing contacts with employers.
- A listing of Career/Job Fairs in the South UWG students may attend.
- Individual appointments designed to refine career plans and investigate employment opportunities.
- A job listing and resource service is available through the department's Web site at careerweb.westga.edu

For additional information please contact Career Employment Services, Room 355, Parker Hall, call 678-839-6431, or go to careerweb.westga.edu.

Student Employment (SE)

The Student Employment Office assists students in locating part-time, temporary, and seasonal (e.g., summer or Christmas) employment both on and off campus.

Student Employment advertises on-campus job openings, at the request of department supervisors, throughout the academic year. Students are given a referral card and are responsible for visiting these departments directly and talking with faculty or staff about open positions.

Student Employment also lists off-campus (non-work study) academic year part-time and summer jobs, including community service positions. All students are encouraged to take advantage of this important service which provides them with valuable work experience, as well as potential references when seeking full-time employment after graduation.

For additional information, call or come by the SE office in Parker Hall, Room 359, or call 678-839-6433.

Professional Practice Program (PPP)

The Professional Practice Program at UWG has two basic components: Cooperative Education and Internships. These programs are crucial in enabling students to gain practical experience in their chosen majors and/or career fields.

Cooperative Education (Co-op)

Cooperative Education is an educational strategy that provides a well-balanced combination of university study and periods of hands-on experience in a work setting related to the student's major/or career goals.

West Georgia offers two types of Co-op work schedules: Alternating and Parallel. Students participating in the Parallel program work 20-25 hours weekly while attending classes. The Alternating program provides work during alternating semesters.

Cooperative Education provides many benefits for students, including practical work experience, clarification of educational and professional goals, valuable contacts in the employment market, and help in defraying university expenses through salaries earned from Co-op employment.

While on work assignment, Co-ops are regarded as full-time students and may participate in student activities and utilize the campus health services through payment of appropriate fees, if they desire. Matriculation fees are paid during the work semester only if the student receives academic credit for the Co-op work assignment. Students wishing to explore the possibility of credit for the learning which takes place while Co-oping should contact their major department to determine departmental policy regarding this aspect of Co-op.

Applicants should have a minimum 3.0 grade point average and must have attended UWG at least one semester. Graduate Co-ops must be willing to work at least two work semesters. Students are encouraged to make inquiries early to begin the application process.

Students interested in Cooperative Education should seek information on this program from the Professional Practice Office in Parker Hall, Room 363, or call 678-839-6630. Many jobs are posted on the office's website (careerweb.westga.edu) and the Georgia Hire System (www.georgiahire.com).

Internships

West Georgia students in all majors are eligible to participate in a number of intern programs. Internships broaden the scope of the graduate curricula by offering students a new type of community-based learning experience. Students work in business, public service agencies, and governmental institutions on a full-time basis (generally for one semester or part-time) and may earn academic credit. Internships prepare students for service in their chosen field of study, develop the student's intellectual capacity, help students understand and appreciate democratic institutions, and stimulate students toward the examination and development of personal and professional values. The internship program offers students an opportunity to address real-life problems under the supervision of professionals.

Internships may or may not be paid experiences which occur any semester of the year. Information, applications, and/or interviews can be obtained through the Professional Practice Office. Arrangements for academic credit must be made through the academic department chair. Internships may be paid or unpaid. While on assignment, students are regarded as regularly enrolled students of the institution.

Numerous listings of internship opportunities are maintained in the Professional Practice Office and are publicized regularly through the office's Web site at careerweb.westga.edu. Students desiring further information should call or come by Room 363 Parker Hall, 678-839-6630.

Volunteer Services is a campus-based community service center matching volunteers' interests with community needs. Services include:

- Information and assistance to currently registered students, as well as alumni, and faculty and staff regarding volunteer opportunities both off and on campus
- Promotes and facilitates opportunities to build partnerships between UWG and the community through service
- Encourages a sense of civic responsibility among students through critical engagement and participation in the West Georgia community
- Serves as a clearinghouse for local and national outreach programs
- Assists students with the planning and execution of projects
- Encourages students, faculty, and staff to learn and serve through individual volunteer placements and group service projects
- Has been designed to be as flexible as possible, recognizing that the amount of time available to volunteer will vary from student to student. The program allows students to choose to participate in one-time or on-going projects

A listing of opportunities is available through the department's web site at careerweb.westga.edu. For additional information, call or come by the Volunteer Service Office in Parker Hall, Room 355, 678-839-6431.

University Police

The University of West Georgia Police Department is a Georgia certified police agency which provides law enforcement services to the campus 24 hours per day, 365 days per year. The Department is responsible for investigating and prosecuting all criminal acts that occur on University property. In addition to its law enforcement responsibilities, the police department provides other services, such as teaching self defense and crime prevention classes, operating a lost and found, and assisting motorists. The Department is located in Row Hall, main floor, off University Drive.

24 HOUR EMERGENCY / SERVICE REQUESTS – 678-839-6000 OR EXT. 9-6000.

Parking and Transportation Services

Parking and Transportation Services is a Division of Auxiliary Enterprises and is responsible for managing parking on the campus through vehicle registration and parking code enforcement. The Division also operates the campus shuttle bus system, which services all of the residence halls, parking facilities, academic buildings, and select off-campus apartments. The unit is located on the main floor of Row Hall, off University Drive. The phone number is 678-839-6629 or Ext. 9-6629.

Automobiles

Any student, faculty, or staff member who operates a motor vehicle on the West Georgia campus must register the vehicle with Parking and Transportation Services. Any person who brings a vehicle on campus is expected to operate and park it in accordance with the University's parking code. Failure to comply with the provisions of the code can result in the vehicle being cited or impounded at the owner's expense.

Vehicles may be registered, citations appealed or paid, and impound releases obtained between 7:30 a.m. and 5:00 p.m., Monday through Friday, at Row Hall, located on University Drive.

Tickets may also be appealed on-line by going to www.bf.westga.edu/pubsafe and clicking on Parking, and following the directions. After normal business hours, temporary parking authorization can be obtained by calling 678-839-6629 and providing the information requested on the voice mail. Failure to obtain the temporary registration may result in the vehicle being cited and a fine levied for failure to register. After normal business hours and on the weekends, impound releases may be obtained from the Communications Center located on the lower level of Aycock Hall. The 24-hour Dispatch number is 678-839-6000.

Other Services

Bookstore

For the convenience of the students, the University maintains a bookstore located at 120 Cunningham Drive, adjacent to the campus. The University Bookstore carries all textbooks, materials, and school supplies necessary for students' use in their classes. The Bookstore also offers a wide selection of imprinted gifts and clothing, office supplies, general books, and art supplies. The Bookstore is a pick-up station for UPS.

The cost of textbooks depends on the courses taken and the choice of new or used books. The Bookstore offers used texts whenever available, with costs about 25-33% less than new texts. Store hours are 8:00 a.m. to 7:00 p.m., Monday through Thursday, 8:00 a.m. to 5:00 p.m. on Fridays, 10:00 a.m. to 2:00 p.m. on Saturdays, and extended hours at the beginning of each semester.

As an added service to the students, the University Shuttle Bus has a stop directly in front of the University Bookstore.

New and used textbooks along with university clothing and gifts are available on-line at www.bookstore.westga.edu. Orders are normally delivered to students' homes in 2-5 business days.

C-3 Store

The C-3 Store, a convenience store operated by Aramark Campus Services, is located on the third floor of the University Community Center. The C-3 Store carries a variety of beverages, snack foods, and microwave meals, as well as DVD

rentals, toiletries, grocery and household items. Testing materials and a variety of school supplies are available in the store.

The C-3 Store is open 7:30 a.m. until 10:00 p.m. Monday through Thursday. 7:30 a.m. to 4:30 p.m. on Friday, and from 6:00 p.m. to 10:00 p.m. on Sunday.

University Mail Services

The University Mail Services is located on the main floor of the University Community Center (UCC). All students who live on campus are assigned a mailbox. Residence Life Coordinators will hand out mailbox keys to new students as they check into their dorms. If you are returning the next semester and living in a dorm, do not turn in your key. This will allow you to keep the same mailbox.

Mail should be addressed in this form:

JOHN DOE
P O BOX 13500
CARROLLTON GA 30118

Mail sent via UPS, FedEx, Airborne Express, should be addressed:

JOHN DOE
1601 MAPLE ST
#13500
CARROLLTON GA 30118

If you plan to take a break during the summer semester, be sure to check your box prior to leaving for home. We will forward all other mail to your permanent or mailing address listed in Banner Student Information System. Make sure you keep these addresses updated.

Lost PO Box keys can be replaced at Mail Services. There will be a \$5.00 fee. There will be only one refund issued through Residence Life unless you locate your lost key. Mail Services will refund any extra keys.

Due to the shortage of mailboxes, students who reside off campus are not entitled to a mailbox. If you move off campus, please be sure to turn in your key to Mail Services. We need a local forwarding address.

Through the interoffice and mailbox service, mail may be sent free of charge to other students (name and box number required) and faculty (name and department required).

The University Mail Services is an USPS Contract Postal Unit. We offer most window services (i.e. express, global priority, registered, certified, and insured mail). A variety of stamps are available. Money orders (international and domestic) may be purchased Monday through Friday from 8 a.m. to 4:30 p.m.

Mail Services window schedule is Monday through Friday from 8 a.m. to 4:30 p.m. Mail is dispatched to the Carrollton Post Office each business day at 4:00 p.m. Mail is scheduled for delivery in mailboxes by approximately 10:00 a.m. If a late delivery is received, that mail will be placed in the box by 5:00 p.m.

We accept mail from other couriers (ie Federal Express, UPS, and Airborne Express). They deliver sometime between 10:30 a.m. and 1:00 p.m. Notices will be placed in mailboxes at the time of delivery.

Publications and Printing

The Department of Publications and Printing offers publications design, full-color and black-and-white copying and printing, and fax services. A full-time professional staff is available to assist students, faculty, and staff with printing needs, including brochures, softbound and hard cover books, letterheads, envelopes, business

cards, multi-part forms, flyers, and posters. The print shop is networked to receive copy jobs electronically. Located off Back Campus Drive on Pub and Print Drive, behind the Art Annex, the print shop's hours of operation are Monday through Friday, 8 a.m. to 5 p.m.

University Community Center

The UCC is the hub of the campus – the cultural, social, recreational, and service center for the students, faculty, administration, staff, alumni, and guests of the University.

Included in the building are the EXCEL Center, the Centre Food Court, the campus post office, the office of The West-Georgian, and multi-purpose rooms for meetings and other activities.

The top floor contains the Auxiliary Services Office, the Wolves Card Office, the Risk Management Office, the C-3 Convenience Store, Centre Café, and Quiznos. A television lounge with a big screen TV is located in this space as well as a lounge area with comfortable seating. The area also offers a game/study area with tables and chairs for card or board games or group study sessions. Located in this area is a computer lab as well as a Surf Centre for surfing the internet and checking email.

Two large meeting rooms, reserved through the office of Auxiliary Services, provide an inviting area for events and activities for the University.

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 public safety reports 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 Public Safety, 678-839-6000 (day and night); the office of University Communications and Marketing, 678-839-6464 (daytime only); or visiting the University Web site at www.westga.edu.

Campus Center

The Campus Center is the center for campus life. It is a student recreational center and social space overlooking Love Valley. Located within the Campus Center

are many services, activities, and offices that assist students and help them get connected to campus. The Campus Center contains the following offices:

- Center for Student Involvement
- Campus Center Administration
- Intramural and Recreational Services

Within the Campus Center are the following:

- Game Room
- Fitness Facility
- Aerobic Rooms
- 1/8 Mile Track
- 48 ft. Climbing Wall
- Meeting Rooms
- Ballroom
- Basketball Courts
- TV Viewing Area
- And many areas just to relax and hang out

There are many job opportunities in the Campus Center. Go to www.westga.edu/~campus and check out all the types of jobs in the Campus Center.

Student Offices

Several student organizations have offices located in the Campus Center. Drop by with a suggestion or offer to help out. You will be welcomed! The offices located on the third level of the Campus Center are the Student Government Association (SGA), Student Activities Council (SAC), Black Student Alliance (BSA), and Greek Leadership Governing Councils.

Student Activities

Art, Drama, and Music

The Departments of Art, Music, and Mass Communications and Theatre Arts sponsor a wide variety of activities, including recitals and exhibitions of art by students and faculty as well as occasional traveling exhibits.

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, Wind Symphony, Jazz Ensemble, Jazz Combos, and a variety of small woodwind, brass, and percussion ensembles.

The Department of Mass Communications and Theatre Arts stages major productions each semester and one-act plays during the spring. The Department of Music presents an opera each year as well. The two departments jointly produce staged musicals on an occasional basis.

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

Comedy, Music, University Events

West Georgia students have many opportunities to experience the varied aspects of a university education. Each year the Student Activities Council sponsors many programs for the enjoyment of the University and Carrollton communities. Among these programs are comedy shows, hypnotists, music, outdoor events, and homecoming.

Debate

West Georgia has an outstanding debate program. In 2006, for the thirty-fourth consecutive year, a West Georgia team qualified for the National Debate Tournament. Only four other colleges in the nation have qualified as many or more times consecutively for this tournament: Harvard, University of Kansas, Northwestern University, University of Southern California. The West Georgia Debate Team placed third in the nation at the National Debate Tournament in 2002, the highest

UWG has ever finished at the NDT.

West Georgia Athletics

Intercollegiate athletics has a long and proud history at the University of West Georgia. UWG has produced many All-America, all-region and all-conference student-athletes while its teams have excelled on the laying field.

Among the program's most notable distinctions is being the only college or university in Georgia to have won a national championship in both football and men's basketball. Also, with new on-campus venues under construction for men's and women's basketball, volleyball, football, softball and soccer, UWG Athletics stands on the verge of its most exciting era ever.

At present, West Georgia fields teams in 11 intercollegiate sports. For women, UWG's teams include volleyball, cross country, soccer, basketball, softball and golf. The Wolves' men's programs include football, basketball, golf, cross country and basketball.

West Georgia is a member of NCAA Division II and competes in the Gulf South Conference.

Intramurals and Recreational Sports

Opportunities for recreation, social contacts, and healthful exercise are provided by the University through an excellent intramural program. All students and faculty are urged to participate in these programs, which provide a variety of team, co-ed, and individual sports. The Campus Center houses a gymnasium, climbing wall, fitness room, and a game room. Adventure outings are offered each semester to students, faculty and staff that include activities such as: backpacking; camping; canoeing; fishing; hiking; kayaking; rock climbing; sailing; and skin-diving. An annual trip to Kagoshima, Japan is offered for two weeks in the late spring or early summer.

Student Media

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

WUWG-FM, the university radio station and a Peach State Public Radio affiliate, 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 UTV which air over the local cable channel.

Regulations

Though West Georgia basically is concerned with the educational growth of its students, it must also be concerned with violations of its standards of behavior and with offenses against societal laws. The student handbook, as well as this catalog, contains detailed information regarding student regulations and standards and student rights. A separate brochure contains traffic and parking regulations. All students should familiarize themselves with this information.

The student handbook, published annually as a guide for students, is called *Connection and Student Handbook*. Copies of *Connection and Student Handbook* are available from the offices of Student Activities and the Vice President for Student Affairs and Enrollment Management.

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 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 Regents, certain regulations must be observed. Fees and charges must be paid by the published deadlines. Fees and charges may be paid in cash, by VISA or MasterCard, or by check in the exact amount of the students' 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. 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 his bank, his 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.

Personal checks made out to "CASH," with proper identification, may be cashed at the cashier's window in an amount not to exceed \$40.

Application Fee

An application fee of \$30 is required for all students applying for the first time. This should be submitted with the official application. It is non-refundable.

Tuition, Health, Activity, Athletic, Technology and Transportation Fees

All students pay the established tuition, health, athletic, technology, activity, campus center, and transportation fees which are included in the figures shown below. Each student is entitled to admission to most of the entertainment and athletic events sponsored by the University. The university newspaper is available to all students. The shuttle bus is available to all students.

Breakage Deposits and Special Fees

There are no general laboratory fees, but a few courses require special fees, such as private music lessons, aquatic, and science courses. The catalog description of a course indicates the amount of any special fee that may be required.

No laboratory breakage deposit fees as such are charged. However, students will be held responsible for any breakage they cause.

Table of Charges

Registration at the beginning of each semester is not complete until all fees and charges have been paid. Fees and charges are due by the published deadlines. A late fee is charged beginning the day after new student registration. The student should NOT bring a lump-sum check for all his expenses. It is advisable to make separate checks as follows:

1. payable to University of West Georgia for fees, room, and board,
2. payable to University of West Georgia for books (cost approximately \$600).

Note: The following are semester rates that are in effect for the 2008/2009 academic year. Tuition and fees increase each year effective with Fall semester. These increases are not approved in time for publication.

Fees Per Semester (12 Hours or More On-Campus)

<i>Regular Students</i>	<i>Resident</i>	<i>Non-Resident</i>
Tuition In State	\$1,890	
Tuition Out of State		7,556
Health	83	83
Athletic	149	149
Activity	57	57
Technology Fee	50	50
Transportation	51	51
Community Center Fee	108	108
International Education Fee	2	2
Athletic Complex Fee	60	60
Total	\$2,450	\$8,116

All tuition charges, board, room rent, or other charges are subject to change at the end of any academic term. (See issue of the bulletin for current fees and charges.)

Fees for Graduate Teaching and Graduate Research Assistants who are providing at least one-third time service to the institution, and who are paid through the institutional payroll, are \$25 per semester plus health, student activity, athletic, technology campus center fee and transportation fees.

Student technology fees support the use of technology in the academic areas on campus. This includes the campus network, campus Internet access, computer labs used for teaching classes, and other technology support used in the academic process.

Special Students and Auditors

In state students or auditors registering for less than twelve semester-hours are charged \$122 per semester hour for tuition. Out of state students are charged for out-of-state tuition at the rate of \$488 per semester hour.

Students registering for programs conducted at off-campus centers should note that:

- a. In the case of full-time students taking classes off and on campus, the maximum tuition is the full-time rate for on campus. For students taking less than a full-time load, the above hourly rates apply.
- b. Off-campus students are required to pay the technology fee of \$50.

Health, Athletic, Activity, Community Center, Athletic Complex, Technology, International Education and Transportation Fees

The transportation, technology, activity, athletic, and health fees are assessed as follows: a \$51 transportation fee per semester, \$6.33 activity fee per credit hour not to exceed \$56 per semester, \$16.56 athletic fee per credit hour not to exceed \$149 per semester, \$12 campus community center fee per credit hour not to exceed \$108 per semester, \$6.67 athletic complex fee not to exceed \$60 per semester, and a \$50 technology fee and \$2 International Education fee. The health fee is assessed at \$83 for any student registered for 5 or more hours on the main campus.

Room Charges Per Semester

Arbor View Apartments \$2,401-\$2,249

Payment Plans: \$2401-\$2249 per semester

\$400-\$427 per month (subject to approval)

<http://www.westga.edu/~reslife/halls/arborview>

Meal Charges Per Semester

Several meal plans are available on an optional basis to all students.

Food Service is available in the Centre Café on a cash basis to students arriving on campus prior to registration for orientation and other purposes. Meals are served to holders of meal plans at the Z-6 dining hall beginning on the day following residence hall opening and throughout the semester until noon of the last day of final exams, except for the scheduled holidays.

1. Debit (Commuter) Plan (cash only)..... \$200 min.
2. Pack Unlimited Membership, unlimited meals \$1,533
(includes \$150 dining dollars)
3. Wolves Membership, 14 meals weekly \$1,416
(includes \$200 dining dollars)
4. Wolves Junior Membership, 7 meals weekly..... \$768
(includes \$150 dining dollars)
5. Budget Membership, 5 meals per week..... \$538
(includes \$100 dining dollars)
6. Block 50 (50 meals per semester) \$272
7. Block 20 (20 meals per semester) \$116
- Debit Re-Load \$50

Special attention should be given in the selection of meal plans since changes will not be permitted after the drop-add period at the beginning of each semester.

Other Charges

Late Registration Fee (non-refundable)	\$75
Graduation Fees: Graduate	\$15
<i>(must be paid at the time of application)</i>	
Transcript Fee (Walk-in service each copy)	\$10
I.D. Card (Replacement)	\$20
Inactive HigherOne Card (Replacement)	\$15
Assessed by the Wolves Card Office	
Active HigherOne (Replacement)	\$20
Assessed directly by HigherOne	
Return Check Service Charge	5% or \$25
whichever is greater	
Meal Ticket Replacement	\$20
Aquatics Fee.....	\$8 per course
Biology/Chemistry Lab Fee.....	\$35 per course
Education: Student Teaching Internship Fee.....	\$50-250 per course
Education: Practicum Fee	\$50 per credit hour
Applied Music Fee	\$38 per credit hour
Studio Art Fee	\$15-60 varies per course
eCORE Fees (separate fee).....	\$144 per credit hour
Web MBA.....	\$575 per credit hour
MBA/MPACC.....	\$172 per credit hour (Georgia Residents)
MBA/MPACC.....	\$643 per credit hour (Non-Residents of Georgia)
Teacher Education Background Checks.....	\$10 per course
Mass Comm/Theatre Fee	\$10-40 varies per course
Nursing Practicum and Clinical Experience Fee	\$50 per course
Nursing Testing Fee	\$330 per course
Nursing Lab Fee	\$19 per course
Computer Science Lab Fee	\$45 per course
Other Sciences Lab Fee	\$45 per course
Art History/Appreciation Fee	\$10 per course
English, selected courses	\$10-35 varies per course
Physical Education, selected courses	\$5-311 per course

Additional Fee Requirements

Health Insurance	\$946 Mandatory Plan
	\$1,351 Voluntary Plan

There are two plans: the Mandatory Plan (required for students receiving a reduction in tuition) and the Voluntary Plan. The Mandatory Plan has a rate of \$407 for the fall term only and \$539 for spring/summer terms. The Mandatory Plan is \$946 for the year. The Voluntary Plan has a rate of \$581 for the fall term only and \$770 for the spring/summer terms. The Voluntary Plan is \$1,351 for the year. If a student is enrolled in the Mandatory Plan and becomes ineligible to continue, s/he will have the option to continue on the Voluntary Plan. If a student is enrolled in the Voluntary Plan, s/he must be eligible for the insurance at the time of purchase. For more insurance information, please visit online at

www.usg.edu/student_affairs/faq/health/.

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 HigherOne Card.

When a student withdraws from school during the semester, the damage deposit is refunded on the same basis as the matriculation refund. If a student leaves the residence hall and does not withdraw from school, he/she is still held responsible for the remainder of the yearly room charge. Students desiring to be considered for a housing release must apply at the Office of Residence Life.

If a student withdraws during a semester, refund of board charges is made on a prorated basis, determined by the date of official withdrawal.

Refunds will be made approximately at the end of the ninth week of the semester.

A refund of all non-resident fees, matriculation fees, and other required fees shall be made in the event of the death of a student at any time during an academic semester.

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 HigherOne debit card.

What is the HigherOne Card?

The West Georgia OneCard functions as a MasterCard Debit Card, which is accepted by more than 31 million merchants worldwide. It can serve as a primary bank account while allowing cardholders to get cash from ATMs, write checks, send and receive money electronically, and monitor their accounts online. Students will also be able to receive their financial aid refunds electronically through this system.

You will receive your HigherOne cash card in the mail approximately 10 days after you register. **Do not throw this away!** You must activate this card in order to receive the following financial disbursements from West Georgia:

- any financial aid balance refunds
- refunds from dropped classes
- refunds from early withdrawals
- scholarships
- other refunds

Your Hope book check will still come as a paper check.

The HigherOne card is a true debit card in that any funds that reside on this card can be spent at any world-wide merchant that accepts debit cards. However, the only locations currently on campus where you can use the funds on this card are:

- University bookstore
- Pay fees at business office
- All campus food locations
- Wolves Card office (card replacements and faxes)

If you order a replacement HigherOne card via the web or with HigherOne customer service you will be assessed a \$20 replacement. The Wolves Card Office located in the UCC will assess a \$15 replacement fee for all inactive HigherOne cards. The replacement fee is non-refundable.

For any questions about HigherOne, please call **1-866-894-1141** or go online to <https://westgeorgiaone.higheroneaccount.com/>.

Reduced Loads

Partial refunds for reduced loads are not made unless such reduction results from action of the University.

Constitutional Amendment No. 23

Pursuant to the provisions of an amendment to the Georgia Constitution adopted on November 2, 1976, the Board of Regents established the following rules with respect to enrollment of persons 62 years of age or older in units of the University System. Persons 62 years of age or older who meet the following provisions are exempt from payment of certain fees for resident credit:

1. Must be residents of Georgia, 62 years of age or older at the time of registration, and must present a birth certificate or other comparable written documentation of age to enable the registrar to determine eligibility.
2. May enroll as regular students in courses offered for resident credit on a "space available" basis without payment of fees, except for supplies, laboratory, or shop fees. Space available will be determined by the institution. Students enrolled for credit who elect to participate in the campus health program, student activities program, or to use the parking facilities may be required to pay the appropriate fees.
3. Must meet all System and institutional admission requirements to include high school graduation, SAT scores, and Developmental Studies.

Regents' Policies Governing the Classification of Students as In-State and Out-Of-State for Tuition Purposes

A. United States Citizens

1. a. An independent student who has established and maintained a domicile in the State of Georgia for a period of at least 12 consecutive months immediately preceding the first day of classes for the term shall be classified as "in-state" for tuition purposes.

It is presumed that no student shall have gained or acquired in-state classification while attending any postsecondary educational institution in this state without clear evidence of having established domicile in Georgia for purposes other than attending a postsecondary educational institution in this state.

- b. A dependent student shall be classified as "in-state" for tuition purposes

if either **i)** the dependent student's parent has established and maintained domicile in the State of Georgia for a least 12 consecutive months immediately preceding the first day of classes for the term and the student has graduated from a Georgia high school or **ii)** the dependent student's parent has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term and the parent claimed the student as a dependent on the parent's most recent federal income tax return.

- c. A dependent student shall be classified as "in-state" for tuition purposes if a U.S. court-appointed legal guardian has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term, provided that appointment was not made to avoid payment of out-of-state tuition and the U.S. court-appointed legal guardian can provide clear evidence of having established and maintained domicile in the State of Georgia for a period of at least 12 consecutive months immediately preceding the first day of classes for the term.
2. a. If an independent student classified as "in-state" relocates temporarily but returns to the State of Georgia within 12 months, the student shall be entitled to retain in-state tuition classification.
 - b. If the parent or U.S. court-appointed legal guardian of a dependent student currently classified as "in-state" for tuition purposes established domicile outside of Georgia after having established and maintained domicile in the State of Georgia, the student may retain in-state tuition classification as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent or U.S. court-appointed legal guardian.
- B. Non-citizens

Non-citizens initially shall not be classified as "in-state" for tuition purposes unless there is evidence to warrant consideration of in-state classification. Lawful permanent residents, refugees, asylees, or other eligible non-citizens as defined by federal Title IV regulations may be extended the same consideration as citizens of the United States in determining whether they qualify for in-state classification. International students who reside in the United States under nonimmigrant status conditioned at least in part upon intent not to abandon a foreign domicile are not eligible for in-state classification.

TUITION DIFFERENTIAL WAIVERS

An institution may award out-of-state tuition differential waivers and assess in-state tuition for certain nonresidents of Georgia for the following reasons (under the following conditions):

- A. Academic Common Market. Students selected to participate in a program offered through the Academic Common Market.
- B. International and Superior Out-of-State Students. International students and superior out-of-state students selected by the institutional president or an authorized representative, provided that the number of such waivers in effect does not exceed 2% of the equivalent full-time students enrolled at the institution in the fall term immediately preceding the term for which

the out-of-state tuition is to be waived.

- C. University System Employees and Dependents. Full-time employees of the University System, their spouses, and their dependent children.
- D. Full-Time School Employees. Full-time employees in the public schools of Georgia or of the Department of Technical and Adult Education, their spouses, and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver.
- E. Career Consular Officials. Career consular officers, their spouses, and their dependent children who are citizens of the foreign nation that their consular office represents and who are stationed and living in Georgia under orders of their respective governments.
- F. Military Personnel. Military personnel, their spouses, and their dependent children stationed in or assigned to Georgia and on active duty. The waiver can be retained by the military personnel, their spouses, and their dependent children if the military sponsor is reassigned outside of Georgia, as long as the student(s) remain(s) continuously enrolled and the military sponsor remains on active military status.
- G. Border County Residents. Residents of an out-of-state county bordering a Georgia county in which the reporting institution or a Board-approved external center of the University System is located.
- H. National Guard Members. Full-time members of the Georgia National Guard, their spouses, and their dependent children.
- I. Students enrolled in University System institutions as part of Competitive Economic Development Projects. Students who are certified by the Commissioner of the Georgia Department of Industry, Trade & Tourism as being part of a competitive economic development project.
- J. Students in Georgia-Based Corporations. Students who are employees of Georgia-based corporations or organizations that have contracted with the Board of Regents through University System institutions to provide out-of-state tuition differential waivers.
- K. Direct Exchange Program Students. Any international student who enrolls in a University System institution as a participant in a direct exchange program that provides reciprocal benefits to University System students.
- L. Economic Advantage. As of the first day of classes for the term, an economic advantage waiver may be granted to a dependent or independent student who can provide clear evidence that the student or the student's parent, spouse, or U.S. court-appointed guardian has relocated to the State of Georgia to accept full-time, self-sustaining employment and has established domicile in the State of Georgia. Relocation to the state must be for reasons other than enrolling in an institution of higher education. This waiver will expire 12 months from the date the waiver was granted.

As of the first day of classes for the term, an economic advantage waiver may be granted to a student possessing a valid employment-related visa status who can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment. Relocation to the state must be for reasons other than enrolling in an institution of higher education. These individuals would be required to show clear evidence of having taken all legally permissible steps toward establishing legal permanent residence in the United

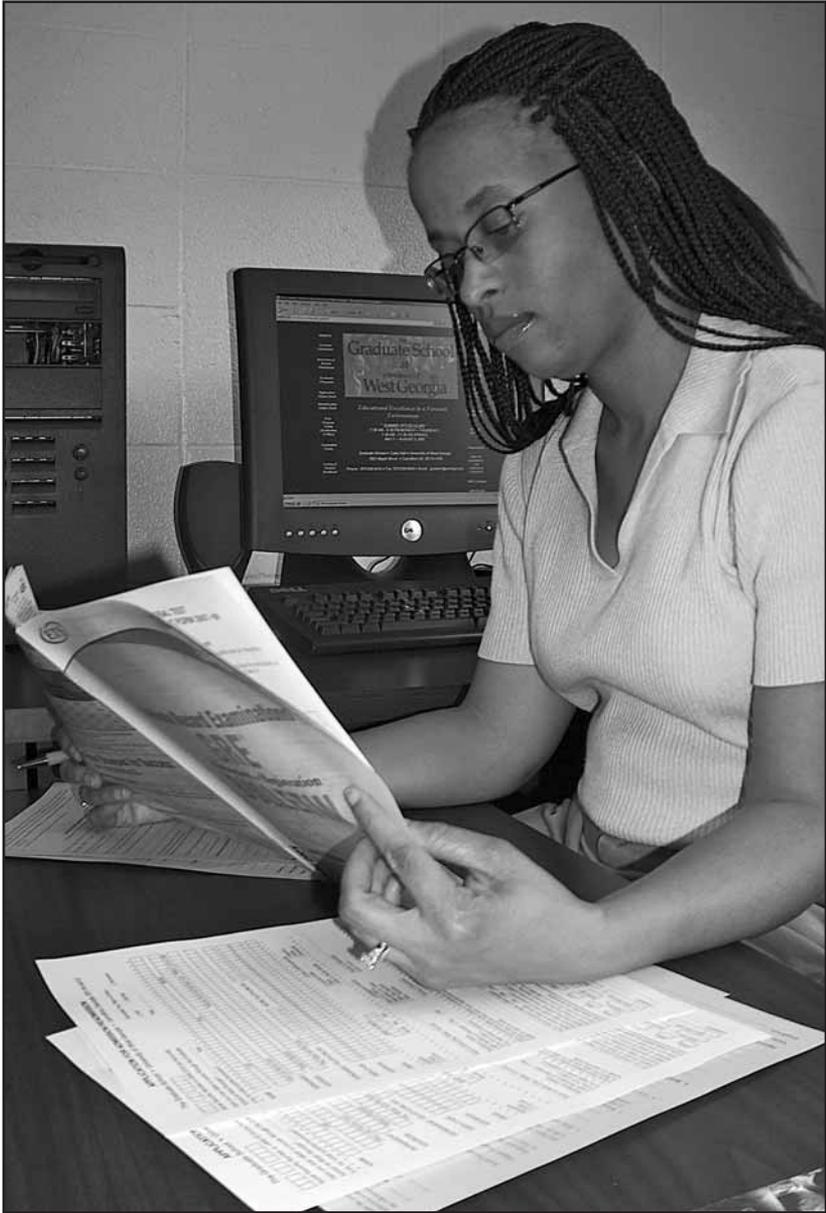
States and the establishment of legal domicile in the State of Georgia. Students currently receiving a waiver who are dependents of a parent or spouse possessing a valid employment-sponsored visa may continue to receive the waiver as long as they can demonstrate continued efforts to pursue an adjustment of status to U.S. legal permanent resident (BR Minutes, June 2006).

- M. Recently Separated Military Service Personnel. Members of a uniformed military service of the United State who, within 12 months of separation from such service, enroll in an academic program and demonstrate an intent to become a permanent resident of Georgia. This waiver may be granted for not more than one year (BR Minutes, June 2004).
- N. Nonresident Student. As of the first day of classes for the term, a nonresident student whose parent, spouse, or U.S. court-appointed legal guardian has maintained domicile in Georgia for at least 12 consecutive months so long as the student can provide clear evidence showing the relationship to the parent, spouse, or U.S. court-appointed legal guardian has existed for at least 12 consecutive months immediately preceding the first day of classes for the term.

If the parent, spouse, or U.S court-appointed legal guardian of a continuously enrolled nonresident student establishes domicile in another state after having maintained domicile in the State of Georgia for the required period, the non-resident student may continue to receive this waiver as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent or U.S. court-appointed legal guardian (BR Minutes, June 2006).

A student is responsible for registering under the proper residency classification. A student classified as out-of-state who believes that he/she is entitled to be reclassified as in-state may petition the Registrar for a change in status. The petition must be filed by the deadline listed in the Scoop in order for the student to be considered for reclassification for that semester. If the petition is granted, reclassification will not be retroactive to prior semesters. The necessary forms for this purpose are available in the Registrar's Office.

A student whose reclassification petition is denied by the Registrar may, within five working days or a calendar week, appeal that decision. Complete appeal procedures are available from the Office of the Registrar.



ADMISSION

Requirements

Upon recommendation of the program director or chair of the department concerned and approval of the Dean of the Graduate School, a person holding a bachelor's degree from any accredited college or university or a qualified foreign student may be admitted to a graduate degree program. The applicant must submit transcripts of all previous work completed, satisfactory scores on the appropriate admission test (see degree requirements), three letters of recommendation from previous colleges attended and/or employers, and, when deemed necessary, take validating examinations or preparatory work. Students seeking certain nondegree status must submit appropriate documents specified by the Graduate School. Students may also be required to meet other criteria such as showing proof of immunity to mumps, measles, rubella, hepatitis B, tetanus, chicken pox, and meningitis.

International Students

Students from other countries must meet all the requirements listed above and also meet an English language requirement. Any student whose native language is not English must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). If the student has graduated from a college in the United States or completed an intensive English language program and can show proficiency in the language, the TOEFL may be waived.

Because the University provides only limited financial aid through a small number of graduate assistantships, only those students who can demonstrate their financial solvency will be considered for admission, and some students may be required to deposit funds with the University before they are given final approval to enroll.

Out-of-State Fee Waivers

In order to attract international students with high academic ability, the University waives non-resident tuition for graduate students who meet the following criteria: TOEFL score of 550 (TOEFL score requirements for waiver also include: 213 for computer-based test, 79-80 for internet-based test) and at least 480 on the GMAT (for programs leading to the MBA and MPACC), and at least 450 on the appropriate sections of the GRE. Students receiving this waiver will be required to maintain a minimum grade point average of 3.5. A limited number of out-of-state waivers are also available for United States citizens.

Procedure

Application forms may be obtained from the Graduate School office by calling 678-839-6419 or e-mailing the office at gradsch@westga.edu. Applicants may also apply online by going to the Graduate School's Web page at www.westga.edu/~gradsch, clicking on "Admissions" and then clicking on "Online Application." Completed paper applications should be accompanied by a \$30 application fee (non refundable). Persons who are former University of West Georgia graduate students do not have to pay the fee a second time. Individuals applying online should submit their application fee as soon as possible. The application fee may be submitted directly to the Graduate School office with a check or money order made payable to the University of West Georgia or applicants can call the Graduate School Office at the number provided above and pay by credit card.

All materials (completed forms, fee, transcripts, and test scores) should be sent directly to the Graduate Office. To ensure proper consideration, all documents should be on hand at least 20 days prior to the proposed time of enrollment. International applicants should submit all documents required for admission at least 60 days prior to the proposed time of enrollment. All documents become the property of the University and will not be returned. Transcripts and test scores are not considered official unless sent directly from the school or agency providing the test score (e.g., ETS) to the Graduate School Office.

If an applicant does not choose to enter the Graduate School in the semester indicated on his or her application, s/he should inform the Graduate Office of his or her plans in writing and indicate a new date of entrance, if applicable.

If a prospective student's application for admission is denied, s/he may contact the Dean of the Graduate School in writing within ten (10) business days after receipt of notice that admission has been denied. The Dean will reconsider the admissions decision only if the applicant submits additional materials supporting the request and upon the recommendation of the faculty of the program to which the applicant has applied.

Information concerning the administration of the Graduate Record Examination (GRE), the Graduate Management Admission Test (GMAT), the Miller Analogies Test (MAT), or TOEFL may be obtained from the Graduate Office or through links found on the Graduate School's web page at www.westga.edu/~gradsch. Scores from out-of-state administrations of the Miller Analogies Test (MAT) taken from October 1990-August 1991 are unacceptable. MAT scores from tests taken after June 30, 1996 will not be accepted. The Graduate School accepts scores from the new MAT. These are scores from tests that have been taken during or after October 1, 2004. The Graduate School rules for acceptance with old test scores still apply as stated above. Please be aware that not all graduate programs accept the old and/or new MAT scores. Please contact the Graduate School Office for information concerning the graduate program to which you are applying for more information. Note: MAT scores are unacceptable for admission into the Ed.D. in School Improvement program. Scores from the PRAXIS series/GACE test are unacceptable, except that PRAXIS I or GACE Basic Skills test scores must be submitted for admission to initial certification programs by those who do not hold initial certification in any area.

All students admitted or readmitted fall semester 2004 and onward are required to sign an Honors Pledge.

Types of Admission

The following criteria for admission, based upon undergraduate grade point average and test scores, represent *minimal* admissions standards for students seeking entry to post-baccalaureate (i.e., master's degree, basic certification, or personal enrichment) programs. Specific graduate programs may establish higher standards if they so choose. Grades and test scores are only two of the criteria used for admission. Other information such as letters of recommendation (for all programs), narrative statements, art portfolios, departmental qualifying examinations, interviews, and musical performances are also used to determine the ultimate admissibility of students. In addition, programs may reject otherwise qualified students due to space limitations; therefore, meeting minimal grade point average and test score criteria are no guarantee of admission.

1. **Regular** (Master's). A student who has a cumulative undergraduate grade point average of at least 2.5 on a 4.0 scale on all work taken at all colleges/universities, satisfactory scores on the appropriate admission test, the recommendation of the department or program concerned, and who has completed all prerequisites required for admission into the proposed field of specialization satisfies minimal regular admission standards for the Graduate School. Some programs have higher standards. See Master of Education degree requirements for specific admission standards for M.Ed. programs. See Specialist in Education degree requirements for admission standards in Ed.S. programs. The M.B.A., Web MBA, and M.P.Acc. programs have other special requirements for admission. (See pages 172, 174, and 175 respectively). No credit earned in this classification may be applied toward the Specialist in Education degree.
2. **Provisional** (Master's). A person failing to meet one or more of the standards required for admission as a regular student or a qualified senior (as defined below) may be eligible for admission under conditions specified at the time of admission by the appropriate department chair or program director and approved by the Dean of the Graduate School.

Graduate courses completed by a provisional student may be counted toward a degree after the student has been reclassified as a regular student. Additional criteria for provisional admission are available to applicants applying to masters programs in education. For more information, see "Provisional Admission" on page 186. Prospective candidates for the Specialist in Education degree will not be admitted in this status. No credit earned in a provisional status may be applied toward the Specialist in Education degree. Applicants must meet certain minimal grade point average and test score requirements to be considered for provisional admission. Individuals applying to masters degree programs in the arts & sciences and education must submit Graduate Record Examination (GRE) scores of at least 350 on appropriate sections and must also have a grade point average of at least 2.2. Applicants submitting GRE analytical writing scores must obtain a score of at least 3.0 on this test as an additional requirement for provisional admission. The grade point average and GRE scores meeting test score and grade point average minimums are entered into the following formula: 100 multiplied by the grade point average plus the GRE score (verbal + analytical or quantitative for test taken prior to October 2002) must total at

least 1000 points. GRE scores submitted after October 2002 require verbal and quantitative scores and an analytical writing score of at least 3.0 to be considered for provisional admission.

In all cases, the GRE score must be at least 350 on both verbal and quantitative or analytical sections. These are minimal criteria for provisional admission. Programs may have higher grade point average or test score requirements. Meeting test score and grade point average requirements is no guarantee of admission. Applicants may also be admitted provisionally for reasons other than, or in addition to, grade point average and GRE test scores. Programs in business require the Graduate Management Admission Test (GMAT). For more information about provisional admissions for business administration or professional accounting majors, please see contact the department.

3. **Transient.** An applicant in good standing at another recognized graduate school may be accepted as a transient student provided an approved transient letter or transient form is obtained from the dean or appropriate college official of the school where the student is currently enrolled. Enrollment as a transient student is limited to one semester. Applications as a transient student for a second semester must be submitted to the Dean of the Graduate School. If a transient student later elects to transfer to West Georgia, a formal application for admission must be submitted to the Graduate School. A petition must be made to have credit earned as a transient student applied toward the master's degree. No credit earned in this classification may be applied toward the Specialist in Education degree.
4. **Nondegree/Master's.** Applicants whose clear purpose is to seek a master's degree may be admitted in this category temporarily to take a limited number of courses while awaiting admission to the master's degree program of their choosing. The number of hours students will be allowed to take in a Nondegree status will be determined by their likelihood of admission to a master's degree program. Likelihood of admission is determined by undergraduate grade point average, graduate admission test scores, and other criteria required for admission by the program a student seeks to enter. Under normal circumstances, the maximum number of hours students will be allowed to take as a nondegree student will be 9; however, some students will not be allowed to take 9 hours. **Those students attempting to gain admittance to a degree program should make every effort to take the appropriate admissions test as soon as possible.** The Graduate School Office maintains a supply of applications for the GRE and the MAT. **No more than 9 semester hours of credit earned in this category may subsequently be applied toward meeting the requirements of the master's degree provided that provisional or regular admission requirements are met.** Students will have a hold placed on their registration after they have registered for their 9th hour. No credit earned in this classification may be applied to programs of study leading to the Specialist in Education degree. Students admitted under this category will not be allowed to register for graduate courses in the College of Business. No credit earned in this classification may be applied toward the Specialist in Education degree.
5. **Nondegree/Certification.** Individuals admitted under this category must

have at least a 2.7 cumulative grade point average (Physical Education requires a 2.5 GPA, and Speech-Language Pathology requires a 3.0) on all undergraduate work attempted and be admitted to Teacher Education, which includes a satisfactory score on the PRAXIS I/GACE basic skills assessment if applying for initial certification. Students seeking certification should contact the appropriate department in the College of Education. **No more than 9 hours of credit earned in this category may subsequently be applied toward meeting the requirements of the Master's degree provided that provisional or regular admission requirements are met.** Students must submit a copy of their certification programs to the Graduate School Office. A hold will be placed on students' registration once they have completed their certification programs. Students admitted under this category will not be allowed to register for graduate courses in the College of Business. Students whose transcripts must be evaluated by the College of Education will be charged \$25. West Georgia does not permit additional course work to be taken during Internship. No credit earned in this classification may be applied toward the Specialist in Education degree.

6. **Nondegree/Personal Enrichment.** Individuals admitted under this category must have at least a 2.0 undergraduate grade point average on all undergraduate work attempted. Individuals clearly in a position to seek a graduate degree will not be admitted under this category and must meet the criteria set forth in the **Nondegree/master's** admissions category. **No more than 9 hours of credit earned in this category may subsequently be applied toward meeting the requirements of the master's degree provided that provisional or regular admission requirements are met.** Students admitted under this category will not be allowed to register for graduate courses in the College of Business. No credit earned in this classification may be applied toward the Specialist in Education degree.
7. **Senior West Georgia Student/Nondegree.** A senior within 6 hours of completing requirements for a bachelor's degree may be permitted to enroll in courses for graduate credit provided that (1) he or she has the permission of the chair of the department or program director concerned and the Dean of the Graduate School, (2) he or she is otherwise qualified for admission to graduate study except for the degree, and (3) his or her total load does not exceed 9 hours. Under no circumstances may a course be used for both graduate and undergraduate credit. Students admitted under this category, but who are majoring in programs outside of the College of Business, will not be allowed to register for graduate courses in the College of Business. No credit earned in this classification may be applied toward the Specialist in Education degree.
8. **Alternative Master's Degree Programs.** Applicants to alternative master's degree programs may be admitted under the same categories as other master's degree program applicants. However, applicants lacking a 2.7 undergraduate grade point average, and failing to be admitted to Teacher Education, will not be admitted since alternative master's degree programs result in initial and level-5 certification. West Georgia does not permit additional course work to be taken during the Internship. No credit earned in this classification may be applied toward the Specialist in Education degree.

9. **Post-Graduate Admission.** Students in this category who have not applied for another degree program but wish to take courses for certification or personal enrichment must have a graduate degree from an accredited college. **No more than 9 hours of graduate credit earned in this classification may be applied toward meeting the requirements of a graduate degree at an institution in the University System.** No credit earned in this classification may be applied toward the Specialist in Education degree. Students admitted under this category will not be allowed to register for graduate courses in the College of Business.

Changing Degree Programs

A student wishing to enter another degree program instead of the one to which she or he has been admitted **must** apply to the other program through the Graduate School.

Readmission

Students who were previously enrolled but who have not been in attendance within the last three semesters must apply to the Graduate School for readmission. Students should be advised that those readmitted to a program of study will be required to complete the program in place at the time of readmission.

Second Graduate Program

A student who has completed one degree program must apply to the Graduate School for readmission to any second degree program. The approval of the department concerned and the Graduate School must be secured before the student undertakes a second graduate degree.



FINANCIAL AID

www.westga.edu/~finaid/

The Department of Financial Aid is here to assist you in the application process for all types of financial aid. We award both federal and state funds as well as institutional scholarships.

EMPLOYMENT

Graduate Assistantships are available in departments offering degrees. Students classified as graduate research assistants and graduate assistants employed at least one-third time also pay a reduced tuition rate. If you receive a Graduate Assistantship, you must notify the Financial Aid Office. It could have an effect on your eligibility. Students interested in graduate assistantships may obtain further information by writing the Dean of the Graduate School.

Resident Director positions are periodically available to a very limited number of students. Students awarded these positions receive compensations based upon work done and responsibilities. Detailed information regarding these positions can be obtained from the Director of Residence Life, University of West Georgia, Carrollton, Georgia, 30118.

The Federal Work Study program offers 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. A student can indicate interest in this program on the FAFSA then contact Career Services once they are awarded.

LOANS

The Federal Ford Direct Stafford Student Loan program is designed to help students who may not qualify for other forms of financial aid. The student may borrow from the federal government at a simple interest rate which is fixed. To qualify and receive a Federal Ford Direct Stafford Loan, a student must:

- *Submit a Free Application for Federal Student Aid.*
- *Be accepted as a regular or provisional graduate student*
- *Be accepted by the College of Education for certification*
- *Be at least a half-time student. (6 hours for certification, provisional, or 5 hours regular graduate)*
- *Maintain satisfactory progress in pursuing a degree.*

Students admitted as post-baccalaureate (non-degree) are not eligible for federal aid. A student may borrow up to \$138,500 for combined graduate and undergraduate studies.

Federal Perkins Loan is awarded to those who demonstrate financial need. No repayment is due and no interest accrues until nine months after you graduate, leave college, or cease to be a half-time student. The simple interest rate is five percent and the minimum repayment is \$40 per month based on a ten year repayment plan.

Portions of the debt may be cancelled for teaching in certain communities or neighborhoods, or for service in Head Start programs, Peace Corps, law enforcement, special education, math, science, foreign language education and nursing.

William D. Ford Direct Subsidized Stafford Loan allows eligible students with financial need to borrow directly from the federal government at a low interest rate. No repayment is due and no interest accrues until six months after you graduate, leave college or cease to be a half-time student. Borrowers will pay a fixed interest rate based on current federal rates.

A processing and handling fee is deducted from the borrowed amount by the Direct Loan program.

A Master Promissory Note (MPN) must be signed and an Entrance Information Session must be completed before a disbursement of student loan funds can be made. Students are prompted when logged into the secure BanWeb system if an Entrance Information Session is needed and may be completed through that system. An email will be received through the UWG email account with instructions of the web site to visit if an MPN is needed. A federal PIN is required for completion of the MPN.

More information is available on the loan program on the Financial Aid web page at www.westga.edu/~finaid or www.dlserver.ed.gov.

Limits

Students must be enrolled at least half-time as shown below and each year may borrow up to:

Regular graduate	\$8,500	5 credit hours
Provisional graduate	\$5,500	6 credit hours
Certification graduate	\$5,500	6 credit hours

Provisional/Certification amounts are also based upon the total amount borrowed in all previous undergraduate, certification or provisional programs.

Exit information sessions must be completed for those graduating, transferring schools or withdrawing from school. Students are notified when logged in through the secure BanWeb system and by mail if an exit information session is needed.

William D. Ford Direct Unsubsidized Stafford Loan allows students to borrow from the unsubsidized loan program regardless of need. The available annual limits for certification or provisional graduates include any funds borrowed previously in an undergraduate, provisional or certification program. Overall aggregate loan limits include all amounts received under the Stafford Loan program for undergraduate or graduate level programs. Annual loan limits cannot exceed the cost of education.

Repayment of principal amounts is not required as long as the student remains enrolled at least half-time. However, interest accrues and is billed to the student while you are in school. The interest rate is the same as the Stafford Subsidized Loan as well as the processing and handling fees. Students must also be enrolled at least half-time to receive the funds.

Limits

Certification/Provisional graduate	\$ 7,000
Regular graduate	\$12,000

Service Cancelable Student Loans

Students pursuing a **Master Degree in Nursing** may be allowed to borrow funds with the option of repayment through service. Applications are available through the Financial Aid web site at www.westga.edu/~finaid under Online

forms from January 1st to April 1st each year for consideration for the following fall. Students may cancel one year's loan by practicing full time for one calendar year in an approved site within the State of Georgia. Funds are allocated each year by the State of Georgia and are limited. Awards are made on a first-come basis with prior recipients given priority.

Students pursuing a **Master Degree in Nursing with Nurse Educator** track may be allowed to borrow funds with the option of repayment through service by teaching full time in an approved site within the State of Georgia for one calendar year for each year's loan. Additional information and applications are available through the State of Georgia's web site at www.GaCollege411.org under the Service Cancelable area. Applications must be submitted each year for approval.

Students serving in the **Georgia Air or Army National Guard** may be allowed to borrow funds for an amount up to the matriculation fee each semester. Students should contact the commanding officer for more information and application. Additional information is available through the State of Georgia's web site at www.GaCollege411.org.

Hope Teacher Scholarship Loan Program

Funds are available through the State of Georgia for those students admitted as a regular graduate student in the teacher education program in a critical need field. Initially, funds are allocated as a student loan with the option of repayment through service by teaching in a critical need field for a period of time within the State of Georgia. Information on the approved field of study, cancellation options and other qualifications may be found online through the state's web site at www.GaCollege411.org under the Service Cancelable area. Critical need fields are determined by the state and may be subject to change.

Applications are available on the www.GaCollege411.org website by June 1 of each academic year. Funds are limited and awarded by the state on a first-come basis state wide.

Once the student section is completed, applications should be submitted to the UWG College of Education along with a copy of student's program sheet and a copy of student's Departmental Admission Report admitting him/her into the Graduate School. For additional information, contact UWG College of Education (678-839-6103) or rhart@westga.edu.

Awards are determined by the State of Georgia according to the number of enrolled hours each semester as provided on the application at the rate of \$125 per semester hour. A written award letter is mailed to the applicant by the state that must be signed and returned to the state before any funding is made available for payment. Funds awarded may be adjusted if enrolled in less than the number of hours stipulated on the application. Funding may be approved for a summer semester but payment would not be received until after the beginning of the summer term.

Veterans Administration Benefits

The Registrar's Office at the University of West Georgia completes enrollment certification procedures for students enrolling under any of the Veterans Administration educational assistance programs. As early as possible, and preferably at least one month before entering the University of West Georgia, any student planning to enroll under one of these programs should visit the Registrar's Office on the University of West Georgia campus to initiate enrollment certification procedures. Students who request enrollment certification should anticipate a

four- to six-week delay in the receipt of the first benefit check. Veterans should be prepared to sustain initial university costs since benefits may not begin for several weeks after enrollment.

Veterans and dependents of veterans planning to study using veterans' benefits at the University of West Georgia should apply for admission as any other student. Eligibility for Veterans Administration benefits has no direct relationship to the institution. All financial transactions are directly between the student and the Veterans Administration. The institution serves only as a source of certification and information to the Veterans Administration.

Students receiving V.A. benefits should adhere strictly to a planned program of study as indicated on their appropriate school and V.A. forms. Program changes must be reported promptly on appropriate V.A. forms through the Registrar's Office at the University of West Georgia.

All students receiving V.A. educational benefits are also required to report to the Registrar's Office changes in course load, withdrawals, or interruptions in attendance in order to minimize personal liability resulting from overpayment of benefits. Veterans Administration regulations indicate that students receiving benefits are expected to attend classes regularly. The Registrar's Office, therefore, asks faculty members to report prolonged and excessive class absences so that affected students' enrollment certifications may be terminated.

For additional information on programs that may be available, please view the Veteran's information found on the Financial Aid home page at www.westga.edu/~finaid.

SCHOLARSHIPS

UWG offers a variety of academic, performing arts and other scholarships. You may view **Scholarship Information** on the Financial Aid web page at www.westga.edu/~finaid. Applications are available for the UWG General Scholarship as of January 1st each year with an application deadline of March 1st.

Ted and Maryon Hirsch Scholarship

This scholarship was established by Mr. and Mrs. Theodore R. Hirsch of Carrollton. Mr. Hirsch was the Chief Business Officer at the College for several years. The annual award is given to a graduating senior who continues studies at the University of West Georgia as a graduate student. The recipient is selected on the basis of superior scholarship by a committee under the direction of the Committee on Graduate Studies.

Elizabeth Gellerstedt Wright Scholarship

The Elizabeth Gellerstedt Wright Scholars in Music are undergraduate or graduate students selected by audition to receive scholarship monies derived from an endowment established by Dr. and Mrs. J. Carter Wright in memory of Elizabeth Gellerstedt Wright.

The State of Georgia may also offer scholarships or grants under several different categories. Please visit www.gacollge411.org and review the information for qualifications and applications.

Private Scholarships

Scholarships are available from private sources such as organizations, church groups, employers, and businesses. The UWG Financial Aid website has a partial listing with information on qualifications, how to apply and deadlines. A limited number of search engines are also provided.

SPECIAL PROGRAMS

Donald R. Wagner, Director
678-839-6636

www.westga.edu/~vpaa/special.html

Evening and Weekend University

Distance and Distributed Education

External Degree Program

Newnan Center

The Office of Special Programs is responsible for the administration of the Distance and Distributed Education, Evening/Weekend University, and the Newnan Center. The Office of Special Programs also provides administrative support for other off-campus graduate and undergraduate courses and programs. The offices of Special Programs are located on the Carrollton campus in the Honors House and in the Newnan Center.

Evening/Weekend University

Evening/Weekend University is designed for students attending the Carrollton campus who are unable to attend class during traditional daytime hours. The University offers selected undergraduate and graduate degrees that may be earned in their entirety during evenings and weekends.

With appropriate prerequisites satisfied and with careful scheduling, the following graduate degrees may be earned in approximately three years:

College of Arts and Sciences

Master of Arts-Psychology

Master of Public Administration

College of Business

Master of Business Administration

Master of Professional Accounting

College of Education

Master of Education in Reading Education

Master of Education and Education Specialist in

Administration and Supervision

Early Childhood

Media

Middle Grades Education

Physical Education

Professional Counseling

Secondary Education

Special Education

Certification Endorsements in

Director of Media Services

Director of Pupil Personnel

Director of Special Education

English to Speakers of Other Languages

Instructional Supervision

Reading Endorsement

Teacher Support Services

Non-Degree Programs for Teachers Holding Provisional Certification Secondary Education in

Broad Field Science Education

English Education

Mathematics Education

Non-Degree Programs for Teachers Holding Provisional Certification – P-12 Education in

French

Spanish

Admission

Credit programs require admission to West Georgia before registration for classes. Applications for admission may be obtained in the Graduate Office.

Registration

Representatives of West Georgia conduct registration at selected off-campus locations every semester. A schedule of registration dates and locations is available in the Registrar's Office.

Fifty percent of the credit hours required in a graduate program may be earned in West Georgia off-campus instruction.

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 the semester. Consult the Table of Charges in the Expenses Section for specific charges and fees.

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. For more information about Evening/Weekend University, please telephone 678-839-6250.

Distance and Distributed Education

Distributed Education is the new term used to describe alternative learning environments whereby faculty draw on appropriate technology to provide instruction outside the traditional classroom. The distributed model can be used in combination with traditional classroom-based courses or it can be used to create distance education courses, in which most learning occurs independent of time and/or place. In the University System of Georgia, if more than 50 percent of instruction in a course is delivered via distance technologies, it is classified as a Distance Education course.

Through its Distance and Distributed Education Center, the University offers credit classes 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 full or partial online credit courses, courses which utilize the Internet to deliver course materials and assignments, and to facilitate discussion and other appropriate interactions. Distance or Distributed credit courses are currently delivered fully or partially online, through two-way live videoconferencing, or through a combination of these technologies.

A primary function of the 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, please visit the Honors House, telephone 678-839-6248, or visit the University Web site.

Newnan Center

The Board of Regents approved and established a West Georgia satellite campus in Newnan, Georgia in August, 1988. The University began offering courses in the Georgia Power Company's Shenandoah Center in 1990. In 1998 Coweta County purchased the Shenandoah Center from Georgia Power as a permanent location for the University's exclusive use. West Georgia's Newnan Center is located off Amlajack Boulevard in the Shenandoah Industrial Park in Newnan, Georgia.

The Center currently offers complete Master of Education degree programs in Early Childhood Education, Special Education, Education Leadership, and Middle Grades Education at the Center. Courses leading to the Master of Public Administration degree are also offered on a regular basis.

Admission

The requirements for admission to the Newnan Center are the same as admission to the University on its Carrollton campus. Applicants for admission should consult the "Admissions" section in this catalog and the particular requirements of the degree program for which they are applying.



The University of West Georgia offers both undergraduate and graduate courses at its Newnan Center.

GENERAL ACADEMIC POLICIES

Registration

Registration dates for each semester are listed in the Graduate School Calendar of this publication. Several weeks before the beginning of each semester, students may obtain from the Registrar's Office and the Graduate School detailed instructions about registration in that particular semester. Course schedules may be obtained via BANWEB.

Course Requirements

Each student is responsible for completion of all requirements of his or her program. Advisors simply provide guidance. Any exception to a published program of study is not valid unless specifically authorized in writing by the dean of the college in which the major is housed. Courses numbered 6000 and above are open only to students admitted for graduate study. At least half of the courses in the program of study of each degree candidate must be chosen from such courses. Students should consult with their academic departments for specific program requirements. Courses with 4000/5000 numbers are for undergraduates or graduates; graduate students, however, are expected to do more extensive reading, prepare additional reports, and produce papers or other projects requiring more intensive research.

Course Loads and Course Overloads

A full-time load of graduate coursework or any combination of graduate and undergraduate coursework is 9 credit hours per semester. A student may take up to 12 credit hours per semester without permission. However, graduate assistants and graduate research assistants are expected to carry a reduced load (i.e. less than 12 hours per semester). In any instance, overloads must be approved by the Graduate Dean. In no case shall overloads exceed 16 graduate hours or 18 hours where undergraduate courses are at least one-half of the course load. Very few overload requests for 16 graduate hours are granted, and situations leading to their approval have been preapproved by the Committee on Graduate Studies. Audited courses are considered a part of a student's course load. A person working more than 30 hours per week is expected to carry a reduced load. In all cases, the graduate student is urged to register for only that number of hours which he or she can successfully complete. College of Education graduate students please see next section.

College of Education Policy on Graduate Course Load for Summer Semesters

During Summer Session, which includes Maymester, 9 hours (graduate or undergraduate/graduate combination) is considered a full graduate load for students in the College of Education. Special permission may be sought by

the faculty advisor and the department chair for students to enroll for 12 hours. Moreover, it is expected that any department chair who decides to support a 12-hour load will consult carefully with the student, explaining to him or her the College's position as well as the workload challenges associated with a 12-hour load. Additionally, students should be apprised that instructors will not be expected to reduce course requirements for students enrolling in 12 hours. No student will be allowed to exceed 12 hours.

Grading System

The quality of work of most courses taken in a graduate program is indicated by the grades A, B, C, and F; however, the quality of work on the thesis, practicums, and internships is indicated by the grades S and U. Listed below are the standard requirements for each of these grades:

- A – Excellent, with four quality points for each credit hour
- B – Good, with three quality points for each credit hour
- C – Poor, with two quality points for each credit hour (passing, subject to Academic Standards below).
- F – Failing
- S – Satisfactory
- U – Unsatisfactory
- 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. Such a grade must be removed by the completion of work within one calendar year or the I will become an F.
- IP – This symbol indicates that credit has not been given in courses that require a continuation of work beyond the semester for which the student signed up for the course. The use of this symbol is approved for dissertation and thesis hours and project courses. With the exception of Developmental Studies courses, this symbol cannot be used for other courses. This symbol cannot be substituted for an "I" (incomplete). **IP grades may not be changed to other grades.** Students should be careful not to enroll for courses such as thesis or Ed.S research project courses in which a paper must be submitted to the Graduate School until such time as they are relatively certain they will complete their studies.
- W – This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the midpoint of the semester except in cases of hardship that are approved by the appropriate college dean.
- WF – Withdrew, Failing
- WM – This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.
- V – This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status or vice versa.

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. A grade of WF counts as an F.

Academic Standards

Graduate students must meet the following academic standards:

1. To be eligible for admission to candidacy and graduation, a student must maintain a cumulative GPA of 3.0 or higher on all graduate and undergraduate courses. No grade below C will be accepted as part of a program of study for a graduate degree.
2. The Graduate School will place students with a cumulative GPA below 3.0 for two consecutive semesters on academic probation. Then, they must make a 3.0 or higher semester GPA each succeeding semester that their overall cumulative GPA is below 3.0. These students are no longer on probation when their cumulative GPA is 3.0 or above.

If they fail to make a 3.0 semester GPA while on probation, they are dismissed from the Graduate School. Students on academic probation may not apply for candidacy, take comprehensive examinations, nor may they obtain a graduate degree.

In addition to these minimum academic standards, students must also meet all academic standards and retention policies that have been adopted by the department and reported to the Graduate School. Please see individual departments and programs for their specific academic requirements.

Academic Honor

At West Georgia, the student is 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 *Connection and Student Handbook*, www.westga.edu/assets/docs/studentHandbook-current.pdf, Appendix E, Academic Dishonesty. The Pledge follows:

Pledge

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values of the Institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

Admission to Candidacy

Admission to candidacy may be granted by the Graduate School to any regular graduate student when the following requirements have been met: (1) completed at least 9 hours of acceptable graduate work at West Georgia; (2) filed an application for candidacy in the office of the Dean of the Graduate School; (3) been recommended by the major department; and (4) has on file in the Graduate

Office a program of study approved by the advisor, the appropriate department chair, the Dean of the Graduate School and, if applicable, an approved plan for thesis or research project.

Students must be admitted to candidacy no later than the first week of the last semester in which they are enrolled. The advisor will be notified by the Dean of the Graduate School when the student has been admitted to candidacy. Admission to candidacy is no guarantee or promise that the student *will* receive his or her degree; however, it is a procedure that moves the student closer to receipt of the degree he or she hopes to attain.

Applicability of Courses Towards a Degree

Courses applied towards another degree at West Georgia or another institution are not eligible for credit towards a graduate degree at this institution, except where approved for the Ed.D. in School Improvement Program.

Residence Requirements

In any graduate program requiring a total of 36 semester hours, at least 6 semester hours of graduate work must carry on-campus credit. In a graduate program requiring a total of 27 hours of graduate work, at least 6 semester hours must carry on-campus credit. Each course in a program must be approved by the advisor prior to registering for the course.

Time Limit

In any graduate program, except education, all work (including the comprehensive examinations) must be completed within a six-year period. For degree programs in education, all work must be completed within seven years. It is expected that students will complete the program with reasonable continuity. Students called into military services or students with other extraordinary circumstances may apply for an extension of time.

Transfer, Extension, Correspondence Credit

In any graduate program a maximum of 6 semester hours of graduate credit (9 hours for the Ed.D. program) may be transferred from another accredited institution subject to the following conditions: (1) work already applied toward another degree cannot be accepted (except for the Ed.D. program); (2) work must have been completed within the six or seven-year period allowed for the completion of degree requirements; (3) work must have been applicable toward a graduate degree at the institution where the credit was earned; (4) work offered for transfer must have the approval of the Dean of the Graduate School and the chair of the department of the student's major or the Ed.D. program director; (5) acceptance of the transfer credit does not reduce the residency requirement stated above.

Under no circumstances may credit earned through correspondence work be applied toward satisfaction of degree requirements.

Change of Program

Before a graduate student may transfer from one degree program to another, he or she must submit his or her request in writing to the Graduate Office. This request must then be approved by the new major department and the Dean of the Graduate School.

Institutional Review Board

Any research proposals involving human subjects must be approved by the Institutional Review Board. All student research projects must have a faculty sponsor. Information about the IRB, required forms, and instructions can be found at www.westga.edu/~irp.

Comprehensive Final Examinations

A comprehensive final examination or its equivalent is required of all candidates for a graduate degree. The following regulations govern the administration of the comprehensive examinations:

- Each student is required to take an examination. Whether it is oral, written, or in some other format is determined by the student's major department.
- The examinations are administered by the advisory committee and such other members of the graduate faculty as may be appointed by the Dean of the Graduate School.
- The timing and content of the examination is determined by the student's advisory committee and their department. The examination is comprised mainly of work covered by the program of study, including transferred and/or extension work and research projects. A department may limit the number of times a student may take comprehensives and/or require proof of additional study between administrations of the exam. Students should consult with their departments concerning their policies in this area.

Enrollment Required to Utilize Certain Library Resources

Often students completing their master's thesis, specialist degree research project, MPA research project, or dissertation need to make use of library resources such as computer literature searches during a period in which they are not enrolled. Licensing agreements require that students who make use of certain data bases be enrolled. Students needing to make full use of library resources during a semester when they are not enrolled must enroll in a course designated by the academic department housing the student's graduate degree program. Students should see their advisor to determine which course to take.

Graduation

A candidate must make application for the degree with the Graduate School Office and must attend the graduation exercise at which the degree is to be conferred unless excused by the Dean of the Graduate School.

No student will be issued a diploma or transcript of credits if in default of any payment due the University.

Supplementary Certificates

Applicants who wish to add a new teaching field or endorsement to an educator certificate should contact the chair of the department in which the new field or endorsement is located. See page 259 for information regarding the curriculum for certification endorsements.

Confidentiality of Student Records

Under the provisions of the Family Educational Rights and Privacy Act of 1974, West Georgia has established policies concerning the confidentiality of student

education records. In accordance with the Act, students of West Georgia are notified that, among other rights, they have the right to seek correction of the contents of these records, to place an explanatory note in a record when a challenge is not successful, and to control (with certain exceptions) the disclosure of the contents of their records. For a full statement of the institutional policy regarding confidentiality of student records see *Connection and Student Handbook*, the student handbook, www.westga.edu/assets/docs/studentHandbook-current.pdf.

Directory information concerning an individual student, including name, address, telephone number, place of birth, height and weight of members of athletic teams, major, participation in athletic and student activities, dates of attendance, degrees, awards and honors, and most recent institution attended, is generally available for release unless a student specifically requests in writing that this information not be released. This request must be submitted in writing to the Registrar's Office by October 1, annually.

Withdrawal

Formal withdrawal from the University must begin with written approval from the Registrar's Office. At the time approval is granted, specific instructions are given the student for the completion of formal withdrawal. The student is not withdrawn until clearance has been obtained from the Registrar's Office, Parker Hall, 678-839-6438. Failure to officially withdraw may result in grades of F for the semester.

A student may be administratively withdrawn from the University when in the judgment of the Vice President for Student Services, in consultation, when appropriate, with the student's parents or spouse, the Director of the Student Development Center, and the University Physician, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which (a) poses a significant danger or threat of physical harm to the student or to the person or property of others, or (b) 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 (c) 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.

Hardship Withdrawal Policy

Students may request a hardship withdrawal after the official withdrawal ("W" date) deadline published in the schedule of classes until the day before the scheduled Reading Day of the term. A hardship withdrawal is an exception based on unusual or emergency circumstances beyond the student's control.

A hardship withdrawal may be granted based upon special circumstances. The following conditions apply:

- The student must initiate a hardship withdrawal through the Assistant/Associate Dean of the college to which the student belongs. The student should be prepared to present documented evidence to substantiate the

hardship being claimed. If a psychological assessment is required, the Assistant/Associate Dean may require the student to meet with the Director of Student Development (in Room 187, Parker Hall).

- The student must withdraw from all classes during the current term. He or she may not select only certain classes from which to withdraw.
- If recommended for hardship withdrawal by the student's Associate/Assistant Dean, for each course a student will receive a W.
- Hardship withdrawals requested on or after the scheduled Reading Day will be treated as a retroactive hardship withdrawal. Retroactive hardship withdrawals will not be allowed if the student has completed all course requirements such as a final examination and/or a final project. Students seeking a retroactive hardship withdrawal must initiate the withdrawal through the student's Assistant/Associate Dean. If recommended for a hardship withdrawal, the grade will be changed to a W through the official Grade Appeal process involving a Change of Grade form for each course taken. (See Grade Appeal process, www.westga.edu/assets/docs/studentHandbook-current.pdf or *UWG Connection and Student Handbook* Appendix E.)

Documentation for a hardship withdrawal is based upon the category of hardship being claimed by the student. Examples of documentation might include:

- Medical: Physician's report, including name, address, phone, nature of illness or accidents, dates of treatment, prognosis, and recommendation.
- Psychological: Memo from a Student Development Center counselor, letter from private psychological or psychiatric service, illness, dates.
- Personal/Familial: Copy of divorce papers, police reports, obituaries, other as relevant.

Under *unusual* circumstances, a student may be granted a hardship withdrawal from only one class, while being allowed to remain in others. An example 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 requesting a hardship withdrawal from one course must take all documentation to the Assistant/Associate Dean of the college offering the course.

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.

Appeals and Grievance Procedure

Students should consult the current edition of *UWG Connection and Student Handbook* for information on grade and disciplinary appeals. The Student Handbook is available from the Student Services office located in Bonner House on Front Campus Drive. It is also available from the University of West Georgia's web site: www.westga.edu/assets/docs/studentHandbook-current.pdf. Go to the UWG website and proceed from there.

A student wishing to appeal a grade (either of a graduate course or an undergraduate course taken as part of a graduate program) based upon an alleged violation of grading policy should do the following:

- A. First attempt to resolve the issue with the faculty member by appealing the decision in writing to the faculty member within ten (10) business days of publication of the grade.
- B. If a student still is not satisfied with his/her final grade, appeal to the Chair/Head of the department in which the faculty member holds an appointment. This must be done within ten (10) business days of the decision rendered by the faculty member. Note that some departments and programs have additional appeal requirements that must be satisfied before proceeding to the next level. If the professor of the student's course is also a Department Chair, the student should appeal directly to the Dean of the College in which that faculty member holds an appointment, or to the Vice President for Academic Affairs if the professor is a Dean.
- C. If a student is unable to resolve the problem with the Chair/Head of the department, or the department or program appeals committee where appropriate, s/he can then appeal in writing, within twenty (20) business days, to the Dean of the College (or the Vice President of Academic Affairs in the case of a Dean) in which the faculty member has an appointment. If the Dean of the College or his/her designee does not believe that the student has demonstrated that the professor violated his/her stated grading policies he/she must so inform the student in writing within twenty (20) business days of receiving the student's written appeal.
- D. If the Dean of the College or his/her designee believes that the student's written appeal has merit, based upon the issue of the faculty member's violation of stated grading policies, then the Dean must appoint a hearing Subcommittee consisting of three faculty members from the Committee on Graduate Studies, one university official and two graduate students. The Subcommittee of COGS shall meet and elect a Chair from among the six members. The Chair will conduct the hearing and may participate in all deliberations, including voting.
- E. Procedures Governing Grade Determination Appeals: In order to guarantee procedural fairness to the student and the faculty member involved, the following procedures shall guide such hearings:
 - 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.
 - 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.
 - 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.
 - 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.
 - 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.

- Appellants who fail to appear after proper notice will have their cases heard in absentia.
 - The chairperson of the Subcommittee will submit in writing conclusions and recommendations to the Dean of the Graduate School.
- F. If need be, within ten days of receiving the recommendations and the rendering of a decision by the Dean, the student's next option is to appeal to the Vice-President for Academic Affairs (VPAA).
- G. If a resolution of the problem is not reached at this level, the next level of appeal is to the President of the University. The appeal must be made in writing within ten days of the rendering of the decision by the VPAA.
- H. The final level of appeal is to the Board of Regents of the University System of Georgia. Once again, the appeal must be made in writing and within ten (10) *business* days of the rendering of the President's decision.

All academic appeals, regardless of their nature, shall be concluded no later than the following semester after cause for the appeal occurred.

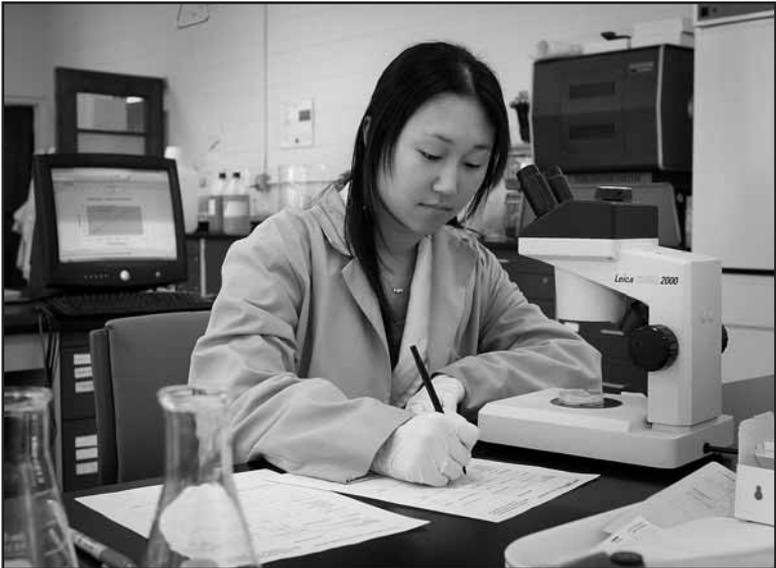
If a student believes that his/her grade was unfair because of retaliation or discrimination on the part of the professor, he/she should first try to resolve the issue with the professor. If the student feels uncomfortable with meeting the professor alone, the student should contact either the department Chair, so that a third party might be present during the discussion. If the student still is not satisfied with the final grade, or not satisfied that the allegation of discrimination has been resolved, he/she should do the following:

- Discuss the grievance with the Dean or Director under whose jurisdiction the alleged behavior occurred. This administrative head as soon as possible will consult with those involved and attempt to resolve the student's grievance.
- If the matter is not resolved satisfactorily at this level, the student may present a written statement to the vice president (or comparable administrative head) under whose jurisdiction the matter falls, clearly delineating the grievance and supplying appropriate documentation. The vice president will also ask the administrative head who originally reviewed the grievance to present a written statement to justify the action taken.
- Upon receipt of the written documentation, the vice president will review the grievance in consultation, if necessary, with the people involved and with the university's Affirmative Action Officer. The vice president may choose to refer the grievance to a committee to review the case for a recommended outcome.
- If the matter is not resolved satisfactorily at this level, the student may appeal further in writing to the President of the university, who will review all relevant documents and may consult with those who can provide useful information.
- If the matter is not resolved satisfactorily by the President, the aggrieved student may, within ten days after the President's decision, appeal in writing to the Board of Regents of the University System of Georgia, citing all reasons for dissatisfaction with the previous decision. (See **Appendix J** of the *Student Handbook* for a more complete statement regarding appeals to the Board of Regents.)

Students wishing to appeal dismissal should contact the Dean of the Graduate School in writing within ten (10) business days stating the reasons for requesting the appeal. The Dean of the Graduate School will then notify the appropriate graduate program director, who shall make a recommendation to the Dean in a timely manner. The Dean will consider the recommendation and will communicate his/her decision to the student. The decision of the Graduate Dean is final.

Technology Access Policy

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. Purchasing a new or used computer is not required, but is recommended. The University provides some computer labs on campus; however, access to these labs at times may be limited. Students are responsible for making plans necessary for timely completion of their class assignments. All students must have access to e-mail, word processing, spreadsheet, and web browsing software. For more details on what is recommended see the TechLife Web site, www.westga.edu/~techlife.



DEGREE PROGRAMS

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
English
History
 Including an Emphasis in Public History
Psychology
 Including an Emphasis in Organizational Development
Sociology
 Emphasis in General Sociology
 Emphasis in Resources and Methods
 Emphasis in Women's Studies

Special Education
 Adapted Curriculum
 General Curriculum
Speech-Language Pathology

MASTER OF MUSIC

Music Education
Performance

MASTER OF PROFESSIONAL ACCOUNTING

MASTER OF PUBLIC ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION

WEB MBA

MASTER OF EDUCATION

Administration and Supervision
Art Education
Business Education
Early Childhood Education
French Language Teacher Education
Media
Middle Grades Education
Physical Education
Professional Counseling
Reading Instruction
Secondary Education
 English
 Mathematics
 Science
 Social Science
Spanish

MASTER OF SCIENCE

Applied Computer Science
Biology

MASTER OF SCIENCE IN MATHEMATICS

MASTER OF SCIENCE IN NURSING

MASTER OF SCIENCE IN RURAL & SMALL TOWN PLANNING

SPECIALIST IN EDUCATION

Administration and Supervision
Business Education
Early Childhood Education
Media
Middle Grades Education
Physical Education
Professional Counseling

Secondary Education

English
 Mathematics
 Science
 Social Science

Special Education

Curriculum Specialist
 Leadership

DOCTORATE IN EDUCATION

Counseling and Supervision
 School Improvement

DOCTORATE IN PSYCHOLOGY

Individual, Organizational, and
 Community Transformation: Society
 and Consciousness

NON-DEGREE INITIAL CERTIFICATION PROGRAMS IN EDUCATION

Art (P-12)

Biology (7-12)

Broad Field Science (7-12)

Business Education (7-12)

Chemistry (7-12)

Early Childhood Education (P-5)

Earth/Space Science (7-12)

English (7-12)

French (P-12)

History (7-12)

Mathematics (7-12)

Media Specialist (P-12)

Middle Grades Education (4-8)

Music (P-12)

Physical Education (P-12)

Physics (7-12)

School Counseling (P-12)

Spanish (P-12)

NON-DEGREE ADD-ON CERTIFICATION PROGRAMS AND ENDORSEMENTS IN EDUCATION

Administration and Supervision

Behavior Disorders

Director of Media Centers

Director of Pupil Personnel

Director of Special Education

ESOL Endorsement

Gifted Endorsement

Instructional Supervision

Media Specialist

Reading Endorsement

Reading Specialist

School Counseling

Teacher Support Specialist

CERTIFICATION PROGRAMS IN THE COLLEGE OF ARTS AND SCIENCES

(These graduate programs do not lead to certification in teacher education.)

Graduate Certificate programs in Web Technologies, Human-Centered Computing, Software Development, and System & Network Administration
(offered through the Department of Computer Science)

Certificate in Museum Studies and Public History *(offered through the Department of History)*

Post Graduate Certification in Nursing *(offered through the Department of Nursing)*

Graduate Certificate in Public Management *(offered through the Department of Political Science and Planning)*

Geographic Information Systems Certificate *(offered through the Department of Geosciences)*

COLLEGE OF ARTS AND SCIENCES

Dr. Don Rice, Interim Dean

678-839-6405

www.westga.edu/~arts/ci/

Degrees Offered

The Master of Arts degree is offered with majors in Criminology, English, History, Psychology, and Sociology. The Master of Arts in Teaching degree is offered with majors in French, German and Spanish. The Master of Science degree is offered with majors in Biology, Applied Computer Science, Mathematics, and Rural and Small Town Planning. The Master of Science in Nursing, the Master of Music, and the Master of Public Administration degrees are also offered. Satisfactory scores on the verbal, quantitative and analytical writing sections of the Graduate Record Exam are required.

Two options are offered in the Master of Arts degree and Master of Science degree programs: Plan I (with thesis) and Plan II (without thesis).

Language Requirement

Students seeking the Master of Arts degree or the Master of Science degree must satisfy the Department of Foreign Languages 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 Graduate School 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. A student who had received 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 School at 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 and Literature 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 on 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.

Students may also satisfy the language requirement in psychology by way of a supervised foreign cultural experience or a supervised subcultural experience or the substitution of a course established by the Department of Foreign Languages in conjunction with the Department of Psychology, which would be more suited to cultural experience. Students who intend to satisfy the foreign language requirement by way of supervised cultural experience must obtain the approval of the chair of Psychology and the Dean of the Graduate School **before** undertaking the cultural experience. In some cases, with the concurrence of the major professor, the department chair, and the Dean of the Graduate School, the language requirement may be waived.

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 Graduate School.

The following regulations apply regarding the completion of the thesis: the subject must be approved by the major professor and the department chair and submitted to the Graduate Office prior to admission to candidacy; two weeks prior to graduation, three copies (original and two copies) of the thesis (signed by the thesis advisor, and the Dean of the Graduate School) with abstracts attached to each must be filed in the Graduate Office. Following approval, three copies of the thesis will be bound as specified by the Graduate School at the expense of the student. A copy will be placed on microfilm. Students must adhere to the appropriate discipline style manual and the “Rules of Form for Preparation of a Master’s Thesis” of the Graduate School. Where conflicts between the “Rules of Form” and a style manual exist, the “Rules of Form” must be followed. Students must also comply with all institutional policies involving research.

Other Topics

For courses on the following topics, see page 262: Anthropology, Chemistry, Educational Research, Foreign Languages, Geology, German, Mathematics, Natural Science, P-12 Education, Philosophy, and Physics. For Art Education, see page 203.

MASTER OF ARTS DEGREE

English – M.A.

Department of English and Philosophy

TLC 2255

678-839-6512

www.westga.edu/~engdept/

Professors, F. Chalfant, L. Crafton, M. Crafton, R. Hendricks, J. Hill (Chair); **Associate Professors**, C. Davidson, M. Doyle, G. Fraser, D. MacComb, M. Mitchell, D. Newton, A. Umminger; **Assistant Professors**, S. Boyd, B. Brickman, P. Erben, E. Hipchen, A. Hultquist, A. Insenga (Coordinator of English Education), J. Masters (Graduate Director), M. Pearson

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 course work 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 either a thesis (Plan I) or a non-thesis (Plan II) option. Students enrolled in either Plan I or II must take at least 80% of their coursework at the 6000-level. Plan I 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) must be 6000-level seminars. 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 course work 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. Plan II 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. For non-thesis students, a minimum of 9 courses (27 hours) must be 6000-level seminars. For both Plans I and II, students must get the approval of the Director of Graduate Studies for their course selections prior to registration. All students are strongly encouraged to take a course in literary theory.

Under both 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.

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.

Upon completion of all course work, the candidate for the M.A. must pass a comprehensive oral exam based on a reading list given out to students at the time of their acceptance into the program. This oral examination may be retaken once. For students completing a thesis, a separate oral defense of the thesis is also required. See the Director of Graduate Studies in English for details and for required advisement before registering for classes each term.

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

ENGLISH COURSES (ENGL)

(All courses except ENGL 5381 and 5383 carry three hours credit.)

ENGL 5106 Studies in Genre

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

An investigation of 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. Both the British and American versions may be taken for credit.

ENGL 5109 Film as Literature

An intensive 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 Women in Film*, *Public and Private Fathers in Film*, etc. May be repeated for credit as topic varies.

ENGL 5110 Medieval Literature

An in-depth study of medieval English literature in its various aspects, considering texts in their historical context.

ENGL 5115 Renaissance Literature

An in-depth 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.

ENGL 5120 Seventeenth-Century British Literature

An in-depth investigation of significant issues, themes, and ideologies in selections of seventeenth-century British literature studied in terms of their original cultural context.

ENGL 5125 Colonial and Early American Literature

An intensive examination of representative literary works from the era of exploration and discovery through the era of the new American republic.

ENGL 5130 Eighteenth-Century British Literature

An intensive examination of drama, fiction, poetry, and other textual expression from Restoration and eighteenth-century Britain. Works may be studied in their historical, political, cultural, and aesthetic contexts.

ENGL 5135 British Romanticism

An in-depth investigation of significant issues, themes, and ideologies in selections of British Romantic literature studied in terms of their original cultural context.

ENGL 5140 American Romanticism

An intensive examination of representative American literary works of the nineteenth century through the Civil War.

ENGL 5145 Victorian Literature

An in-depth analysis of Victorian literature in its original historical, political, cultural, and aesthetic contexts.

ENGL 5150 American Realism and Naturalism

An intensive 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 5155 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.

ENGL 5160 Twentieth-Century American Literature

An in-depth examination of ideas and issues prevalent in twentieth-century American literature in their historical, political, cultural, and aesthetic contexts.

ENGL 5165 Contemporary British and American Literature

An in-depth examination of selected texts produced in the last thirty years in the British Isles and the United States.

ENGL 5170 African-American Literature

An in-depth examination of the African-American tradition in literature.

ENGL 5180 Studies in Regional Literature

An in-depth 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

An in-depth 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 Individual Authors

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

Prerequisite: ENGL 3200 or equivalent

An intensive experience in writing in one of the following genres: short story, poetry, the novel, screenwriting, or creative nonfiction.

ENGL 5300 Studies in the English Language

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

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

var. 1-3

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 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 **var. 1-3**

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

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

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

A tightly focused examination of some aspect of pre-nineteenth-century British literature in its historical, ideological, and/or cultural context. May be repeated for credit as topic varies.

ENGL 6110 Seminar in American Literature I

A tightly focused examination of some aspect of pre-Civil War American literature in its historical, ideological, and/or cultural context. May be repeated for credit as topic varies.

ENGL 6115 Seminar in British Literature II

A tightly focused examination of some aspect of post-eighteenth-century British literature in its historical, ideological, and/or cultural context. May be repeated for credit as topic varies.

ENGL 6120 Seminar in American Literature II

A tightly focused examination of some aspect of post-Civil War American literature in its historical, ideological, and/or cultural context. May be repeated for credit as topic varies.

ENGL 6385 Seminar in Special Topics

Study of a specific theme, critical approach, and/or concept that transcends boundaries established by the other 6000-level offerings in the program. May be repeated for credit as topic varies.

ENGL 6399 Thesis

Prerequisite: Completion of all other M.A. requirements.

Research and preparation of an M.A. thesis under the supervision of an approved faculty advisor.

Geographic Information Systems Certificate

Department of Geosciences

Calloway 101 678-839-6504 <http://www.westga.edu/~geosci/>

Professors, R. Dodge, J. Seong

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

Learning Outcomes

Certificate students will demonstrate the knowledge and skills of:

- creating, managing, analyzing, and visualizing GIS data
- using GIS software packages for research and services
- implementing and developing enterprise GIS applications
- processing and analyzing remotely-sensed digital imagery, and
- designing valuable maps

Admission to the Program

The GIS Certificate is open to all professionals and current students who have a bachelor's degree with a GPA of 2.5 or above. 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. All application materials should be submitted to the Graduate School.

While the Department of Geosciences currently does not offer a masters degree program, should a student decide to apply to a masters program after successfully completing the certificate program, a maximum of nine (9) graduate semester hours may be applied toward a masters degree within six (6) years of completion and award of the certificate. Students must apply and be accepted to a masters program before completion of their ninth (9) graduate semester hour toward the certificate.

Students deciding to apply for admission to a masters program after completing the graduate certificate program must take the Graduate Record Examination (GRE) and meet all other admission requirements. Please contact the Graduate School for more information.

To complete the GIS Certificate program, students must complete the following requirements

GEOG 5553 Geographic Information Systems (4 cr.)

GEOG 6753 Advanced GIS and Spatial Analysis (4 cr.)

GEOG 6677 Image Processing (4 cr.)

one from the following courses:

GEOG 5562 Airphoto Interpretation & Photogrammetry (4 cr.)

GEOG 5554 Computer Cartography (4 cr.)

GEOG 5086 Internship (3 cr. maximum)**GEOG 7685 Remote Sensing for Teachers (4 cr.)**

Students may take courses via the Web with the instructor's permission. The Certificate will be issued to the students who complete all required courses with B or better grades. Students must submit a copy of their transcript and the GIS Certificate Course Completion Form to the GIS Program Director during the last semester of their study in order to receive the Certificate.

Students lacking appropriate background may be required to take GEOG 2553 (Fundamentals of Mapping Science.) Students must consult all pre-requisites with the GIS program director

GEOGRAPHY (GEOG)

(All courses carry three hours credit unless otherwise noted.)

GEOG 5049 The Economic Geography of Resources

Prerequisite: GEOG 1111 or permission of instructor

This seminar 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. It considers the distribution and nature of resource extraction industries and the issues which surround their exploitation, including the problem of opportunity costs, the threat of depletion, multiplier effects associated with economic base development, and economic linkages to other industrial sectors. Attention will also be given to the analysis of policies that promote sustainability within specific resource sectors, and their economic viability. Students will be expected to participate in class discussion and to produce a research paper focused upon a particular resource area.

GEOG 5053 EIS and Environmental Planning

Prerequisite: GEOG 3253 or consent of department

A survey of practical and legal aspects of rural environmental impact statements. An analysis of decision-making methods as applied to environmental planning.

GEOG 5103 Geography of Soils and Water

Prerequisite: GEOG 1111 or consent of department

A survey of water and soil resources including process formation and the distributional characteristics of water features and soil types.

GEOG 5553 Geographic Information Systems**4**

Prerequisite: GEOG 2553, or Instructor Permission

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**

Prerequisites: GEOG 5553 or Instructor Permission

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

Prerequisites: GEOG 5553 or Instructor Permission

Study on airphoto interpretation and photogrammetry. Topics include digital airphotos, correcting airphoto distortions, orthophoto generation, stereoscopy and DEM generation, airphoto interpretation techniques, and mapping with airphotos. Project required.

GEOG 5643 Urban Geography

Prerequisite: 10 hours of Geography or consent of department

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 5082 Directed Problems**GEOG 5086 Internship****GEOG 5700 Global Environmental Change**

Prerequisite: 6 hours of science courses

This is an advanced course on the evidence for, and theories of, environmental variability over time. Students will become familiar with environmental change before and since the Industrial Revolution. Attention will be paid to natural environmental mechanisms and the human activities of industrial societies which modify them.

GEOG 6677 Image Processing 3/2/4

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

Prerequisites: GEOG 5553, or Instructor Permission

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 7053 Cultural Geography for Teachers

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

Prerequisite: Consent of department

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

Prerequisite: consent of department

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 4

This 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, interpretations 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 classrooms.

GEOG 7686 Image Processing for Teachers 4

Prerequisite: GEOG 7685 or permission of instructor

This course is an introduction to digital image processing techniques, including image enhancement, classification, georeferencing, mosaicking, and change detection. Laboratory exercises will emphasize project-oriented applications and will include field observations, GIS data integration, map composition, and final project presentations. Teachers will use local imagery to develop age-appropriate learning activities for their classrooms.

GEOG 7687 GIS for Teachers 4

This 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. Teachers will be provided with free GIS software and databases, which they will use to investigate and understand the physical and human characteristics of places and regions, physical processes that shape the earth's surface, and the characteristics and spatial distribution of the earth's ecosystems and resources.

History—M.A.**Department of History****TLC 3200****678-839-6508****www.westga.edu/~history/**

Professors, C. Clark, J. Goldstein, H. Goodson (Acting Chair), A. MacKinnon, E. MacKinnon, A. McCleary, R. Miller; **Associate Professors**, K. Bohannon, F. Cook, M. de Nie, T. Schroer; **Assistant Professors**, J. Anderson, K. Pacholl (Graduate Coordinator), J. Stephens, G. Van Valen, D. Williams, S. Wright

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, 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 world. We expect our graduates to function effectively as professionals in their chosen fields of history.

For admission to the program, a student must ordinarily have a degree in

history with a 2.75 in the major. If his or her 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.

Students interested in public history may pursue a public history concentration under Plan I. The program requires fifteen hours in public history, twelve hours in a history concentration, an internship, the historiography class, and a choice between a traditional thesis or a thesis/applied history project.

This 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, plan I or they may add this certificate to an existing M.A. degree in history or in a museum field they would like to curate.

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.

Under Plan I, a student must complete at least 36 hours in history, including a course in historiography and at least four seminars, in addition to a thesis or applied research/thesis project in public history which carries 6 hours credit (36 hours total). Under Plan II, a student must complete a total of 36 hours of course work with at least 27 hours in history, including a course in historiography and at least five seminars. Under both plans, the student must demonstrate a reading knowledge of a foreign language and competence in research and writing consistent with graduate-level work in history. The comprehensive examination may be oral, written, or both at the discretion of the department.

Learning Outcomes

Students completing the Master of Arts Degree in History will:

- Demonstrate the ability to undertake advanced historical research
- Show basic familiarity with historical literature in major and minor fields of study
- Demonstrate an understanding of historiography and its permutations over time
- Identify and describe career options in the field of history
- Demonstrate a knowledge of the theory and ethics of public history [for public history concentration]
- Demonstrate knowledge of the standards and practices for at least two fields in public history [for public history concentration]
- Apply practical skills in at least two fields of public history [for Public History concentration]

HISTORY COURSES (HIST)

(All courses carry three hours credit unless otherwise noted.)

HIST 5400 Introduction to Public History

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

An examination of the philosophy, ethics, and practice of oral history with specific training in interview and transcription techniques, and in the use of oral history in historical research and analysis.

HIST 5402 Introduction to Archival Theory and Practice

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

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

A survey of American architecture in its social and cultural context from colonial America through the present day, with particular focus on how to analyze and document historic buildings.

HIST 5411 European Renaissance in Global Perspective

Europe in the early modern era; focuses 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

The development of the Roman Catholic and Protestant Christian traditions as seen within the context of 16th-century Europe.

HIST 5417 Nineteenth Century Europe: 1798-1914

Study of the European social, cultural and political history from 1789 to 1914, with particular emphasis on how different cultures and classes understood and experienced Europe's lurch into modernity.

HIST 5418 20th Century Europe

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

A political and social survey of the origins, development, and conclusion of the Cold War.

HIST 5420 The Holocaust

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

An introduction to the history of Mexico since independence with special emphasis on selected political, economic, and social themes including U.S.-Mexico relations.

HIST 5424 Conflict and Interdependence in South Africa

An introduction to the history and historiography of South Africa through selected economic, environmental, social, and political themes.

HIST 5430 The Vietnam War

An examination of the historical background, events, and impact of the Vietnam War.

HIST 5433 Introduction to Modern China

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

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

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

A political and social study of Germany since unification with heavy emphasis on the 20th century (1871-Present).

HIST 5441 Modern Ireland: 1780-Present

A political, social, and cultural study of Ireland since 1780 with special emphasis on the evolution of Irish nationalism, Anglo-Irish relation, and "the Troubles" in Northern Ireland.

HIST 5443 Introduction to Modern Japan

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

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

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 The American Revolution, 1763-1783

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

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

American history from the end of the War of 1812 to the Mexican War with emphasis on politics and society. Western expansion will also be emphasized.

HIST 5455 Civil War and Reconstruction: 1848-1877

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

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

The 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

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 influence American society.

HIST 5465 U.S. Society and Culture to 1865

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

Examines the most important social and cultural trends in the U.S. since the Civil War.

HIST 5467 Women in American History to 1890

An examination of the experiences of different women and their impact on American History up to 1890.

HIST 5468 Women in American History Since 1890

An examination of the experiences of different women and their impact on the history of the United States since 1890.

HIST 5469 The Civil Rights Movement

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

Prerequisite: 3 credits global history, 3 credits U.S. history, or permission
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

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

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

A survey of Georgia history from prehistory to the present, emphasizing politics and society.

HIST 5475 Southern Families and Communities

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

A study of the American South from the Colonial Period through the Reconstruction with special attention to nineteenth-century politics and society. Ideas and events leading to secession and Civil War are particularly emphasized.

HIST 5477 The New South

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

A study of the history of American religious beliefs and practices, and of religion's influence on American society, from its colonial settlement to 1800.

HIST 5479 American Religion Since 1800

A study of the history of American religious belief and practices, and of religion's influence on American society, from 1800 to the present.

HIST 5485 Special Topics

Courses on topics not usually offered by the department.

HIST 6201 Archives Arrangement and Description Practicum

Prerequisite: Introduction to Archival Theory and Practice or approval of instructor

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

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. This course is required for the Museum Studies Certificate.

HIST 6203 Studies and Research Methods in American Folklife

An examination of the traditional, expressive, shared culture of various groups in the United States throughout its history, emphasizing analysis of regional folklife traditions and folklife research and fieldwork methods.

HIST 6283 Continuing Research**1**

Prerequisite: Permission of Department Chair

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

Prerequisite: Permission of instructor

An examination of the administrative functions of a museum including governance, financing, grant-writing, public relations, marketing, human resources, accreditation, and museum law and ethics. This class will be taught in association with the Atlanta History Center.

HIST 6302 Collections Management in Museums

Prerequisite: Permission of instructor

An examination of the processes by which a museum manages its collections, from acquisition and collections development, to the creation of collections policies, to the registration, cataloging, conservation, and care of collections. This class will be taught in association with the Atlanta History Center and will involve practicum experience.

HIST 6303 Education and Interpretation at Museums

Prerequisite: Permission of instructor

An examination of the educational functions of a museum, including interpretive principles and techniques, school programs, adult and community programs, staffing, marketing, and other programming logistics. This class is taught in association with the Atlanta History Center.

HIST 6304 Exhibits at Museums and Historic Sites

Prerequisite: Permission of instructor

An examination of how museums create exhibits using various interpretive techniques, from planning and research through exhibit design, display techniques, script-writing, and installation. This class is taught in association with the Atlanta History Center.

HIST 6481 Independent Study**var. 1-3**

Individual study with the instructor taken by majors with permission of the chair and instructor on a topic not regularly offered by the department. May involve a research paper, field research, or reading and discussion.

HIST 6486 Public History Internship**0/6/3**

Prerequisite: permission from Public History Coordinator

Experience in applying history in a museum, historical society, archive, historic preservation agency, or other public history setting. Students must maintain a journal and develop a portfolio of their work.

HIST 6684 Historiography

Prerequisite: Admission to M.A. program

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 historiographical schools and ideas that have developed over time. Students 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**var. 1-6**

Prerequisite: Special permission only

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

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 6687 Topics in United States History

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

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

Prerequisite: HIST 4474/5474 History of Georgia

A seminar class with specific titles announced at time of its 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 6699 Thesis

Prerequisite: Completion of course work

Psychology—M.A.

Department of Psychology

Melson 123

678-839-6510

www.westga.edu/~psydept/

Professors, C. Aanstoos, T. Hart (Interim Chair), D. Helminiak, J. Jenkins, K. Malone, D. Rice; **Associate Professors**, J. Dillon, E. Dodson, C. Glickaus-Hughes, M. Kunkel, L. Osbeck, A. Pope, J. Reber, L. Schor; **Assistant Professor**, J. Carter, J. Diaz-Laplante, N. Korobov

The Master of Arts program in Psychology offered by West Georgia is accredited by the Council for Humanistic and Transpersonal Psychologies.

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.

There are two required gateway courses in the Master's Program. All students are required to take PSYC 6000, Foundations of Humanistic Psychology, and PSYC 6010, Human Growth and Potential. The Foundations course will explore and examine the conceptual bases of contemporary humanistic psychology, while Human Growth and Potential will emphasize personal growth and awareness in an experiential context. Besides these two courses, students can choose classes consistent with their interests and plans. For example, some students may select

courses to fulfill the basic requirements for becoming licensed as counselors, while others may be interested in further graduate study.

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 additional 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, the student must demonstrate his or her ability to conduct exploratory research, design appropriate projects, and engage in creative reflection within the field of psychology. In addition, students must pass an oral comprehensive exam based on course work and individual research or projects developed over the student's course of study. The thesis fulfills this requirement under Option I because the student must defend his or her thesis orally. Under Option II, a student must submit a written document as directed by his or her committee. Also, a language requirement or cross-cultural experience acceptable to the department is required.

An emphasis in organizational development may also be obtained through the M.A. in Psychology program. The program is designed to equip the graduate with the skills needed to diagnose organizational problems of an interpersonal nature, counsel the affected individuals in an effort to resolve the problem(s), consult with management on systematic ways of resolving the problem(s), instruct the organization's leaders on how effectively to avoid similar problems in the future, give the organization's leaders the tools to manage this process on their own should the need arise again, and act as a source of wisdom within his or her organization. There is no thesis option for this emphasis.

Students desiring Professional Counselor Licensure should take the recommended courses in the following areas after consulting with an advisor:

1. **Counseling Theory**
PSYC 6200 (Theoretical Approaches to Counseling & Psychotherapy)
2. **Counseling Practicum or Internship**
PSYC 6287 (Clinical Practicum I)
PSYC 6387 (Clinical Practicum II)
3. **Human Growth and Development**
PSYC 7102 (Lifespan Development)
4. **Social and Cultural Foundations**
PSYC 6400 (Psychology, Culture, and Society)
5. **The Helping Relationship**
PSYC 6220 (The Counseling and Psychotherapy Process)
6. **Group Dynamics, Processing, and Counseling**
PSYC 6230 (Group Counseling and Psychotherapy)
7. **Appraisal/Evaluation of Individuals**
PSYC 6280 (Theory and Practice of Clinical Assessment)
8. **Research and Evaluation**
PSYC 6083 (Research Methods)
9. **Professional Orientation**
PSYC 5085 (Horizon Seminar: Professional Orientation)

PSY.D. IN PSYCHOLOGY

Melson Hall 678-839-0613 <http://www.westga.edu/~psydoc/>

The Department of Psychology at University of West Georgia is accepting applicants for its doctoral program in Individual, Organizational, and Community Transformation. The Doctoral program is dedicated to preparing a new kind of psychologist. The preparation entails focused exploration of the dynamic interface between *consciousness and society*, individual experience and collective social structures. A variety of theoretical perspectives support the exploration. These include the humanistic and transpersonal traditions and other significant approaches: existential-phenomenological, critical, Eastern and Western spiritual and wisdom traditions, psychoanalytic, and neuroscience. The doctoral program entails a strong theoretical core of courses. It also asks the student to be involved in some praxis-based research that requires a deep integration of practice, self-reflection, research, and theory in a way that understands human activity in its broadest context. This program aims toward an integral approach to transformation at various levels of human action, organization, and experience. Our doctoral program is not a specifically clinical program.

Students will be admitted for the fall semester only. An interview, as part of the admissions process, may be required. Applicants with a Bachelor's degree will be considered; however a graduate degree is 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. **Applicants will be accepted for Fall enrollment only.** Deadlines and application procedures can be found on the Doctoral Program website. The address for this website is <http://www.westga.edu/~psydoc/>. Interested applicants may also check for information on the website of the Graduate School under Academic Programs (<http://www.westga.edu/~gradsch/>).

To complete the Psy.D. Program, students must complete the following requirements:

- 1) Earn 60 credits beyond the Master's degree.
These include credit for the required internship and 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. At least 40 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.
- 2) Earn credit for the following required courses named below. Courses 8000 to 8006 are pre-requisites for subsequent 8000 level courses.

Foundations

PSYC 8000 – Consciousness and Experience

PSYC 8001 - Culture & Subjectivity

PSYC 8002 – Studies in Mind/Body

PSYC 8003 – Philosophy, Psychology & Social Practice

PSYC 8004 – Development, Transformation, & ChangeResearch Methods

PSYC 8005 – Human Science Methodologies

PSYC 8006 – Advanced Qualitative Research

Practica:

Sequential courses with increasing levels of integration of theory, complexity of systems, contexts/populations, research & interventions. Two of the three practica will meet this requirement. PSYC 9087, 9187 - Practica include Teaching Seminar. All teaching assistants are required to take Teaching Practicum (9087).

PSYC 9087 – Teaching Practicum

PSYC 9187 – Practica

- 3) Complete the following additional requirements:

Comprehensive Examinations: Students must demonstrate readiness to advance to doctoral candidacy by passing a comprehensive exam.

Internship: At minimum a one semester internship at an approved setting leading to/related to research project.

Dissertation: Approval of a doctoral dissertation by the student's dissertation committee.

PSYCHOLOGY COURSES (PSYC)

(All courses carry three hours credit unless otherwise noted.)

PSYC 5030 History and Philosophy of Psychology 4

A intense exploration of the major theoretical themes in psychology in historical and contemporary contexts.

PSYC 5040 Psychology of Dreams

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 understanding of one's dreams as they relate to everyday life.

PSYC 5070 Psychology of Myth and Symbol

A study of myths and symbols in human expression.

PSYC 5085 Horizon Seminar var. 3- 4

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. May be repeated for credit.

PSYC 5090 Group and Group Process

An involvement in small group processes offering the opportunity to increase skills in group participation. Principles of group process are discussed not in the abstract but in relation to actual group experience.

PSYC 5130 Eastern and Transpersonal Psychologies 4

Introduction to spiritual experience and its understanding in Hinduism, Buddhism, and Transpersonal.

PSYC 5140 Psychology of Gender

Gender-related perspectives on human psychology. Emphasis on helping men and women re-examine their self-images in the light of contemporary gender-based movements.

PSYC 5160 Psychology of Love

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 relationship are discussed.

PSYC 5230 Phenomenological Psychology

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

A psychological study of the pre-adult world, emphasizing psychological growth from the pre-natal period up to puberty. Developmental issues will be examined from psychoanalytic, psychosocial, phenomenological, and transpersonal perspectives.

PSYC 5280 Psychology of Adolescence and Adulthood

A psychological study of the adolescent and adult world, emphasizing psychological growth from adolescence through old age. Developmental issues will be examined from psychoanalytic, psychosocial, phenomenological, and transpersonal perspectives.

PSYC 5290 Moral and Social Development

Prerequisite: PSYC 3010 or equivalent and simultaneous enrollment in graduate 1 credit tutorial.

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 **var. 3-12**

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

An experiential exploration into the nature of creativity. Relevant research will be related to the students' attempts to discover their own creative potential.

PSYC 5660 Advanced Topics in Abnormal Psychology

An in-depth examination of a topic within abnormal psychology. Subject matter will change from semester to semester.

PSYC 5670 Values, Meanings, and Spirituality

A study of the human need to structure living around sets of values and meanings and a consideration of the spiritual nature and implications of this need.

PSYC 6000 Foundations of Humanistic Psychology **4**

An examination of the paradigm of psychology as a specifically humanistic discipline. Its focus is on the historical origins and philosophical foundations of this approach. Required for M.A. students.

PSYC 6010 Human Growth and Potential**4**

Self-disciplined 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

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

Prerequisite: PSYC 6200

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

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

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

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 action. Same as CEPD 6161.

PSYC 6200 Theoretical Approaches to Counseling and Psychotherapy**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. This exploration of basic counseling models is aimed at understanding the art and science of therapy.

PSYC 6220 The Counseling and Psychotherapy Process

A practical introduction to the methods of initiation, facilitation, and termination of the counseling and psychotherapeutic process. The course emphasizes understanding the philosophic bases of helping processes, helper self-understanding and self-development, and facilitation of psychological and spiritual growth among clients.

PSYC 6230 Group Counseling and Psychotherapy

Prerequisite: PSYC 6180/CEPD 6161

The history, philosophy, principles, and practice of group counseling and group psychotherapy. Includes pertinent research in the dynamics of group interaction in group counseling settings. Same as CEPD 6160.

PSYC 6240 Principles of Family Therapy

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 inter-generational, structural, strategic, and constructionist are highlighted.

PSYC 6260 Clinical Hypnosis

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, and 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

A gateway course to our offerings in clinical psychology. Introduces the student to a phenomenologically-based approach and methods 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

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**1**

Prerequisite: Permission of department chair or major research advisor

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

A seminar designed to explore theoretical and practical issues of psychological difficulty and well-being.

PSYC 6287 Clinical Practicum

Prerequisite: permission of the instructor

Structured supervised experience in counseling and psychotherapy in agency settings. Licensure as a Professional Counselor requires a minimum of 300 hours in the practice of counseling. This requirement can be met in either 1 or 2 semesters. May be repeated for credit. Students will enroll concurrently in 1-credit hour tutorial - clinical supervision.

PSYC 6390 Psychological Suffering and Disorders

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

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

An exploration of those serious psychological disorders termed the psychoses. Both affective and thinking disorders will be considered with attention given to their nature, dynamics, and origins. Traditional and phenomenological approaches will be used.

PSYC 6400 Psychology, Culture, and Society**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

An introduction to the clinical fields 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

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

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, or other ventures decided on by the professor and student.

PSYC 6710 Advanced Experiential II

Prerequisite: PSYC 6700

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, or other ventures decided on by the professor and student.

PSYC 6720 Advanced Experiential III

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, or other ventures decided on by the professor and student.

PSYC 6750 Group Project I var. 1-3

Discipline-related, long-term project that is 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, or new field applications.

PSYC 6760 Group Project II var. 1-3

Continuation of Group Project I (PSYC 6750) into following semester.

PSYC 6785 Advanced Horizon Seminar var. 3-4

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/Body

Examines the effects of psychological experiences on bio-physiological processes. Topics discussed include psychoneuroimmunology, state-dependent learning, mind/body therapies (e.g., biofeedback, meditation, hypnosis, guided imagery, etc.), and mind/body disciplines (e.g., yoga, tai chi, etc.).

PSYC 6881 Independent Project var. 1-3

Preparation of an independent project under the direction of the professor. May be repeated for credit.

PSYC 6882 Directed Readings in Psychology var. 1-3

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 var. 1-3

Prerequisite: Permission of the instructor

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 3

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 the Social Sciences

Prerequisites: Graduate Student or Permission of Instructor

Provides a systematic, precise, and rational perspective based on probability theory. Learnings involve descriptive and inferential statistics and computer application of statistical packages. Same as SOCI 5003.

PSYC 7020 Transpersonal Development

Prerequisites: Graduate Student or Permission of Instructor

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

Prerequisites: Graduate Student or Permission of Instructor

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 personality and consulting style may have in an organizational environment.

PSYC 7050 Consciousness Studies

Prerequisites: Graduate Student or Permission of Instructor

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 Development**4**

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 interacting with environment. It will study factors affecting these changes within historical, multicultural, and special needs contexts of development.

PSYC 7132 Gestalt

An introduction to Gestalt therapy as a conceptual theory and a psychotherapeutic practice. This course will cover the historical and theoretical development of Gestalt therapy as well as specific therapeutic strategies. Same as CEPD 7132.

PSYC 7133 Transactional Analysis

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

Prerequisites: Graduate Student or Permission of Instructor

Addresses fundamental concepts in psychoanalysis through a return to Freud's texts and exploration of the basic schools in 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

Prerequisites: Graduate Student

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. Course may be repeated for credit up to 12 hours

PSYC 7460 Advanced Organizational Development

Prerequisites: Graduate Student or Permission of Instructor

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

Prerequisites: Graduate Student or Permission of Instructor

An exploration of the phenomenology of intersubjectivity as a horizon of human experience.

PSYC 7500 Existential Psychology

Prerequisites: Graduate Student or Permission of Instructor

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

Prerequisites: Graduate Student or Permission of Instructor

Survey of theories of personality and motivational factors from a sampling of psychological, spiritual, and philosophical traditions.

PSYC 7650 Buddhist Psychology

Prerequisites: Graduate Student or Permission of Instructor

An introduction to the teachings and psychospiritual methods of the major schools of Buddhism.

PSYC 7670 Music and the Mind

Prerequisites: Graduate Student or Permission of Instructor

An inquiry into the relationship between sound and the mind, including music and therapy.

PSYC 7810 Tutorial**var. 1-4**

Prerequisites: Graduate Student or Permission of Instructor

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 7820 Workshop**1**

Prerequisites: Graduate Student or Permission of Instructor

This course is offered over three consecutive weekends, 4.25 hours each weekend. Subject matter varies each semester. May be repeated for credit up to 12 times.

PSYC 7830 Invited Lectures**1**

Prerequisites: Graduate Student or Permission of Instructor

Invited lectures by a visiting professor. Subject matter varies each semester. May be repeated for credit up to 12 times.

PSYC 8000 Consciousness and Experience**4**

Prerequisites: Doctoral Student or Permission of Instructor

A 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
 Prerequisites: Doctoral Student or Permission of Instructor
 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
 Prerequisites: Doctoral Student or Permission of Instructor
 Basic issues in mind/body psychology, such as the phenomenology of embodied consciousness, psychoneuroimmunology, neuroscience, holistic health, and contemplative disciplines.
- PSYC 8003 Psychology, Philosophy, & Social Practice** 4
 Prerequisites: Doctoral Student or Permission of Instructor
 This course emphasizes interrelations between philosophy, psychology, and social practice. These three domains have been separated within the discipline of psychology. The course looks at traditions that have questioned this demarcation, such as pragmatist, third force, and critical approaches, and examines the implications of a more integrative approach.
- PSYC 8004 Development, Transformation, and Change** 4
 Prerequisites: Doctoral Student or Permission of Instructor
 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
 Prerequisites: Doctoral Student or Permission of Instructor
 An examination of the practice and application of research methodologies such as qualitative, phenomenological, hermeneutic, ethnographic, and discourse analysis.
- PSYC 8006 Advanced Qualitative Research** 4
 Prerequisites: Doctoral Student or Permission of Instructor
 Advanced applications and design of qualitative methods and their fields of application, including health psychology, education, community, program evaluation, and other fields.
- PSYC 8102 Psychospirituality and Transformation** 4/0/4
 Prerequisite: Doctoral Student or Permission of Instructor
 An examination of wisdom traditions and approaches to psychospiritual personality integration and how they apply to modern human problems.
- PSYC 8103 Science, Technology and Consciousness** 4/0/4
 Prerequisite: Doctoral Student or Permission of Instructor
 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
 Prerequisite: Doctoral Student or Permission of Instructor
 Special series of seminars meant to explore subjects in human development which are of particular interest to students and faculty.
- PSYC 8260 Psychology, Epistemology and Ethics**
 Prerequisite: Doctoral Student or Permission of Instructor
 Exploration of knowledge and values, truth and goodness in relation to the human mind and society.
- PSYC 8270 Depth Psychology** 4/0/4
 Prerequisite: Doctoral Student or Permission of Instructor
 Topics in depth psychological theories of the unconscious.
- PSYC 8280 Histories of Consciousness** 4/0/4
 Prerequisite: Doctoral Student or Permission of Instructor
 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
 Prerequisite: Doctoral Student or Permission of Instructor
 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
 Prerequisite: Doctoral Student or Permission of Instructor
 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
 Prerequisite: Doctoral Student or Permission of Instructor
 Advanced studies in program evaluation: applied settings are emphasized.
- PSYC 8581 Independent Project** var.1-4/0/1-4
 Prerequisite: Doctoral Student or Permission of Instructor
 Independent research in a particular topic, under the supervision of a professor.
- PSYC 8584 Advanced Seminars** 4/0/4
 Prerequisite: Doctoral Student or Permission of Instructor
 These seminars will offer advanced study in special topics: Child and Youth Care, Organizational Transformation, Community Building & Generativity, disaster Mental Health, Cultural Diversity and Community
- PSYC 8884 Psychology Proseminar** var. 1-3
 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** var. 1-3
 Post-master's-level supervised practicum in an applied setting. May be repeated for credit.

PSYC 9087 Teaching Practicum**4**

Development of expertise as a teacher in both academic and psycho-educational settings.

PSYC 9187 Practica**4**

Prerequisites: Doctoral Student or Permission of Instructor

A focused immersion into a specific psycho-social intervention, in the course of which the student is to develop a systematic understanding of the issue(s) addressed, as well as a concept of what constitutes a change in consciousness awareness or systematic transformative intervention around those issues. May be repeated for credit.

PSYC 9999 Dissertation**var.1-9/0/1-9**

Prerequisite: Doctoral Student or Permission of Instructor

Student enrolls in PSYC 9999 each semester after completing comprehensives and coursework. (Required)

Sociology—M.A.**Department of Sociology and Criminology****Pafford 217****678-839-6505****www.westga.edu/~soccrim/**

Professors, J. Fuller, J. McCandless (Chair); **Associate Professors**, L. Holland, D. Jenks (Director of Graduate Studies), P. Luken, C. Williams; **Assistant Professors**, P. Hunt, C. Jenks, M. Johnson, T. Matthews, N. Noori, C. Sawtell

For admission to the program, a student is ordinarily expected to have a degree in sociology or another social or behavioral science. Students can, however, be admitted without such a degree, and, where necessary, the department could stipulate that selected graduate-level courses be completed. In addition to fulfilling the requirements for admission to the Graduate School, admission requirements for Regular status include 1) 2.5 overall GPA, 2) 800 on GRE (Verbal and Quantitative), 3) three strong letters of recommendation, 4) 750- word intellectual autobiography that includes reasons for seeking a Master's degree in Sociology.

The Master's program in Sociology requires a core of three courses: SOCI 6013, SOCI 6305, and one of the following, SOCI 5373, 5613, 5913. If a student has not had a theory and/or a method course in Sociology, then she or he must enroll in SOCI 5000 and/or SOCI 5053 prior to enrolling in the core courses listed above. Courses for the degree must be approved by the DGS.

Students accepted into the program may choose either Plan I (Thesis) or Plan II (Position Paper). Under Plan I, a student must complete a minimum of 30 hours, one half of which must be at the 6000 level. A total of 6 hours may be selected from courses outside the Sociology Department. A thesis is required.

Under Plan II, a student must complete a minimum of 36 hours, one half of which must be at the 6000 level. A total of 6 hours may be selected from courses outside the Sociology Department. A Position Paper is required.

In addition to either plan, a student must satisfy the Graduate School's foreign language requirement. SOCI 5003 may be used to satisfy this requirement with a grade of "B" or better.

Learning Outcomes

Upon completion of this degree program, students will be able to:

- Understand and apply quantitative and qualitative research methodologies.
- Understand and apply sociological theories.
- Think critically about the craft of sociology and about issues of social inequality.
- Understand one area of sociology in depth.
- Communicate effectively orally and in writing.

Criminology—M.A.

Department of Sociology and Criminology

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Program Description

The Master of Arts degree in Criminology is offered by the Department of Sociology and Criminology with two tracts: a Criminal Justice Administration tract and a Crime and Social Justice tract. The program leading to the Master of Arts in Criminology, 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 an academic settings, with an emphasis on preparing students for doctoral work. Both curricula are grounded in the social, behavioral and natural sciences. The Master of Arts in Criminology is designed to provide the background necessary for administrative, practice, and research positions in criminal justice, and to prepare students for doctoral study in criminology and related fields. The department recognizes the value of diverse methodological and theoretical approaches and encourages their complementary use and integration. The Criminology program is widely conceived to include not only the study of crime and the social reaction to crime, but also the areas of crime and justice that traditionally make up the disciplines of criminology and legal studies. The faculty members who specialize in criminology 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.

Admission

For admission to the program, a student is expected to have a degree in criminology or another social or behavioral science. Students can, however, be admitted without such a degree, and, where necessary, the department could stipulate that selected undergraduate and/or graduate-level courses be completed to compensate for their deficiencies. In addition to fulfilling the requirements for admission to the Graduate School, admission requirements for regular status include:

- 1) 2.50 overall GPA;
- 2) 800 on GRE (Verbal and Quantitative);
- 3) Three strong letters of recommendation;

- 4) 750 - word intellectual autobiography that includes reasons for seeking a Master's degree in Criminology.

Program Requirements

The Master's program offers the following areas of concentration: Criminal Justice Administration and Social Justice. Both concentrations require a core of four courses: CRIM 6000, CRIM 6010, SOCI 6013, CRIM 6015/SOCI 5003. Any student not having successfully completed an undergraduate methods course must enroll in SOCI 5000 prior to enrolling in the core courses listed above. All concentrations have a list of approved courses for completion of the degree. Students accepted into the program may choose either Track 1(Thesis) or Track 2 (Position Paper). Under Track 1(See Tracks 1A and 1B), a student must complete a minimum of 30 hours of coursework and 6 hours of thesis. Under Track 2 (See Tracks 2^A and 2^B), a student must complete a minimum of 36 hours of coursework and a position paper is required. In addition to either plan, a student must satisfy the Graduate School's foreign language requirement. SOCI 5003 may be used to satisfy this requirement, but cannot be used simultaneously to satisfy the core.

Track 1A: Criminal Justice Administration – Thesis Track		<u>Hours</u>
1. Required Courses:		12
Crim 6000:	Principles of Criminology	
Crim 6010:	Theories of Crime and Justice	
Soci 6013:	Social Research	
Crim 6015:	Managing Data* -or-	
Soci 5003:	Statistics for the Social Sciences**	
2. Select five (5) courses from the following:		15
CRIM 6233	Ethics and Criminal Justice	
CRIM 6222	Conflict Resolution	
CRIM 6255	Youth, Crime and Community	
CRIM 6275	Planning and Evaluation	
CRIM 6279	White Collar Crime	
CRIM 6342	Crisis Intervention	
CRIM 6345	Homeland Security	
CRIM 6350	Terrorism	
CRIM 6360	Law Enforcement Leadership	
CRIM 6370	Correctional Management	
CRIM 6280	Seminar in Social Justice	
CRIM 6286	Internship	
CRIM 6341	Constitutional and Judicial Principles	
CRIM 6380	Criminal Justice Administration	
CRIM 6982	Directed Study (Variable 1-3)	
Crim 6999	Thesis	
POLS 6200	Public Budgeting	
POLS 6206	Public Personnel Management	
SOCI 6613	Qualitative Research	
SOCI 6660	Institutional Ethnography	
SOCI 6623	Inequality in Society	
3. Select one (1) course from the following:		3
PSYC 6161	Counseling Methods	

POLS 6030	Introduction to Organizational Development
POLS 6205	Administrative Law and Procedures
POLS 6201	Theory of Public Administration
POLS 6203	Theories of Public Organization
POLS 6208	Scope of Public Policy
POLS 6210	Politics of Government Change
POLS 6204	Public Policy and Evaluation
MGMT 5626	Women and Work

TOTAL

30

Track 2A: Criminal Justice Administration – Position Paper Track Hours

1. Required Courses:	12
Crim 6000: Principles of Criminology	
Crim 6010: Theories of Crime and Justice	
Soci 6013: Social Research	
Crim 6015: Managing Data -or-	
Soci 5003: Statistics for the Social Sciences	
2. Select six (6) courses from the following:	18
CRIM 6233 Ethics and Criminal Justice	
CRIM 6222 Conflict Resolution	
CRIM 6255 Youth, Crime and Community	
CRIM 6275 Planning and Evaluation	
CRIM 6279 White Collar Crime	
CRIM 6342 Crisis Intervention	
CRIM 6345 Homeland Security	
CRIM 6350 Terrorism	
CRIM 6360 Law Enforcement Leadership	
CRIM 6370 Correctional Management	
CRIM 6280 Seminar in Social Justice	
CRIM 6286 Internship	
CRIM 6341 Constitutional and Judicial Principles	
CRIM 6380 Criminal Justice Administration	
CRIM 6982 Directed Study (Variable 1-3)	
POLS 6200 Public Budgeting	
POLS 6206 Public Personnel Management	
SOCI 6613 Qualitative Research	
SOCI 6623 Inequality in Society	
SOCI 6660 Institutional Ethnography	
3. Select two (2) courses from the following:	6
PSYC 6161 Counseling Methods	
POLS 6030 Introduction to Organizational Development	
POLS 6205 Administrative Law and Procedures	
POLS 6201 Theory of Public Administration	
POLS 6203 Theories of Public Organization	
POLS 6208 Scope of Public Policy	
POLS 6210 Politics of Government Change	
POLS 6204 Public Policy and Evaluation	
MGMT 5626 Women and Work	

TOTAL

36

Track 1B: Crime and Social Justice – Thesis Track		<u>Hours</u>
1. Required Courses:		12
Crim 6000: Principles of Criminology		
Crim 6010: Theories of Crime and Justice		
Soci 6013: Social Research		
Crim 6015: Managing Data -or-		
Soci 5003: Statistics for the Social Sciences		
2. Select five (5) courses from the following:		15
CRIM 6222 Conflict Resolution		
CRIM 6241 Legal Theories		
CRIM 6266 Perspectives on Violence		
CRIM 6280 Seminar in Social Justice		
CRIM 6279 White Collar Crime		
CRIM 6286 Internship		
CRIM 6350 Terrorism		
CRIM 6982 Directed Study (Variable 1-3)		
CRIM 6999 Thesis		
SOCI 6305 Critical Social Analysis		
SOCI 6613 Qualitative Research		
SOCI 6623 Inequality in Society		
SOCI 6660 Institutional Ethnography		
SOCI 6700 Social Movements, Protest, and Change		
3. Select one (1) course from the following:		3
PSYC 6000 Foundations of Humanistic Psychology		
PSYC 6400 Psychology, Culture and Society		
PSYC 6650 Buddhist Psychology		
TOTAL		30
Track 2B: Crime and Social Justice – Position Paper Track		<u>Hours</u>
1. Required Courses:		12
Crim 6000: Principles of Criminology		
Crim 6010: Theories of Crime and Justice		
Soci 6013: Social Research		
Crim 6015: Managing Data -or-		
Soci 5003: Statistics for the Social Sciences		
2. Select six (6) courses from the following:		18
CRIM 6222 Conflict Resolution		
CRIM 6241 Legal Theories		
CRIM 6266 Perspectives on Violence		
CRIM 6280 Seminar in Social Justice		
CRIM 6279 White Collar Crime		
CRIM 6286 Internship		
CRIM 6350 Terrorism		
CRIM 6982 Directed Study (Variable 1-3)		
SOCI 6305 Critical Social Analysis		
SOCI 6613 Qualitative Research		
SOCI 6623 Inequality in Society		
SOCI 6660 Institutional Ethnography		
SOCI 6700 Social Movements, Protest, and Change		

3. Select two (2) courses from the following:	6
PSYC 6000 Foundations of Humanistic Psychology	
PSYC 6400 Psychology, Culture and Society	
PSYC 6650 Buddhist Psychology	
TOTAL	36

Learning Outcomes

Upon completion of this degree program, students will be able to:

- Understand and apply quantitative and qualitative research methodologies.
- Understand and apply criminological theories.
- Think critically about criminological issues and their practical application.
- Articulate their area of expertise within criminology.
- Communicate effectively orally and in writing.

CRIMINOLOGY COURSES (CRIM)

(All courses carry three hours credit unless otherwise noted.)

CRIM 5231 Women in the Criminal Justice System

Prerequisite: Graduate-level standing or consent of instructor

This course will focus on 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

Prerequisite: Graduate-level standing or consent of instructor

This course will examine family violence from 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 5233 Gangs

Prerequisite: Graduate-level standing or consent of instructor

This course will examine the history of youth gangs in the United States and how gangs have changed over time. Students will learn about contemporary gangs and their activities, why youths join gangs, and how gangs relate to the larger society.

CRIM 5279 Race and Crime

Prerequisite: CRIM 1100 or consent of instructor

This course examines the relationship between race, ethnicity, and crime. It examines racial issues confronting the criminal justice system. Students will explore how minority groups (e.g. Hispanics, Asian-Americans, and Native Americans) are treated by the criminal justice system. Finally, this course critically examines how classical and contemporary theories are used to explain racial biases in the criminal justice system.

CRIM 5280 Contemporary Issues in Criminal Justice

Prerequisite: Graduate-level standing or consent of instructor

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**var. 1-3**

Prerequisite: Graduate-level standing or consent of instructor

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. May be repeated three times for credit.

CRIM 6000 Principles of Criminology**3/0/3**

Prerequisite: Graduate Standing

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 graduate students in Criminology.

CRIM 6010 Theories of Crime and Justice**3/0/3**

Prerequisite: Graduate Standing

This course is an advanced study of criminological 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**

Prerequisite: Graduate Standing

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 6015 Managing Data**3/0/3**

Prerequisite: Graduate Standing

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.

CRIM 6182 Special Seminars**3/0/3**

Prerequisite: Graduate Standing

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

Prerequisite: Graduate-level standing or consent of instructor

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.

CRIM 6233 Ethics and Criminal Justice**3/0/3**

Prerequisite: Graduate Standing

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

Prerequisite: Graduate-level standing or consent of instructor

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 to examine contemporary critiques of legal theory such as is entailed by the critical legal studies movement. For a research project, students are encouraged to either explore in-depth one of the theories covered in this course or to cover additional theories or theorists in legal studies.

CRIM 6255 Delinquency, Family, and the Community**3/0/3**

Prerequisite: Graduate Standing

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

Prerequisite: Graduate-level standing or consent of instructor

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

Prerequisite: Research Methods (undergraduate or graduate) and Statistics (undergraduate or graduate)

This course demonstrates how social science research methods are applied to determine program/policy effectiveness. Students will learn skills in process and outcome evaluation and how to utilize evaluation findings for future planning. Students will also learn basic grant writing skills.

CRIM 6279 White Collar Crime**3/0/3**

Prerequisite: Graduate Standing

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**

Prerequisite: Graduate Standing

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”—and what can we do about them.

CRIM 6286 Internship**v 1-6/0/6**

Prerequisite: Graduate Standing

Students will be placed in an agency compatible with their area of concentration to gain applied experience prior to graduation.

CRIM 6305 Critical Social Analysis**3/0/3**

Prerequisite: Graduate Standing

This course highlights theory as applied practice. Selected aspects of post-modernist, 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.

CRIM 6340 Advanced Criminological Theory

Prerequisite: Graduate-level standing or consent of instructor

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**

Prerequisite: Graduate Standing

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**

Prerequisite: Graduate Standing

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
Prerequisite: Graduate Standing
This course focuses in 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
Prerequisite: Graduate Standing
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
Prerequisite: Graduate Standing
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
Prerequisite: Graduate Standing
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
Prerequisite: Graduate Standing
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 Inequality in Society** 3/0/3
Prerequisite: Graduate Standing
This course offers 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.
- CRIM 6700 Social Movements, Protest, and Change** 3/0/3
Prerequisite: Graduate Standing
The first part of this course will examine the history of social change from the classical perspective to contemporary theories. Collective behavior and social movement theory will then be explored as we move toward an understanding of how movements emerge in order to promote or resist social change.

- CRIM 6982 Directed Study** **var.1-3/0/3**
 Prerequisite: Graduate Standing
 Varies by student and professor.
- CRIM 6983 Continuing Registration** **0/0/1**
 Prerequisite: Graduate Standing
 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** **var.1-9/0/9**
 Prerequisite: Graduate Standing
 May be repeated for credit.

SOCIOLOGY COURSES (SOCI)

(All courses carry three credit hours unless otherwise noted.)

- SOCI 5000 Research Methodology**
 Prerequisite: Graduate-level standing or consent of instructor
 An introduction to the logic and 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 Statistics for the Social Science**
 Prerequisite: Graduate-level standing or consent of instructor
 Provides a systematic, precise and rational perspective based on probability theory. Learn descriptive and inferential statistics and computer application of statistical packages. Same as PSYC 5003.
- SOCI 5053 Sociological Theory**
 Prerequisite: Graduate-level standing or consent of instructor
 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 emphasizes current perspectives and developments.
- SOCI 5103 Women and Work**
 Prerequisite: Graduate-level standing or consent of instructor
 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 MGNT 5626.
- SOCI 5153 Women and Aging**
 Prerequisite: Graduate-level standing or consent of instructor
 This course will focus upon the realities of being an aging woman in a youth-oriented society. Contemporary personal and social issues facing older women will be explored and long held beliefs about the aging process challenged.

SOCI 5182 Aging Families

Prerequisite: Graduate-level standing or consent of instructor

This course is a study of intergenerational family life. The course will examine the ways in which gender, social class, and race/ethnicity shape our experiences of family life. Topics include grandparenting, intergenerational relations, family caregiving, theories, and methods for studying families. This is a service learning course and requires 15 hours of service with older adults.

SOCI 5203 Women in American Society

Prerequisite: Graduate-level standing or consent of instructor

This course will concentrate upon the theories and analyze the research that is of interest to scholars who focus upon the lives of American women.

SOCI 5300 Housing and Homelessness

Prerequisite: SOCI 1101

A 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 economic, gender, race, and family relations, along with public policy. Consideration is given to problems and controversies surrounding the "American Dream," including segregation, overcrowding, affordability, urbanization, suburbanization, accessibility, and alternative housing. Special attention will be given to the problem of homelessness.

SOCI 5323 Cultural and Racial Minorities

Prerequisite: Graduate-level standing or consent of instructor

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, and 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

Prerequisite: Graduate-level standing or consent of instructor

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 are a major component of course work. Technical photographic skills are not necessary. Course combines ethnographic research and critical sociology to develop visual literacy skills.

SOCI 5445 Sociology of Childhood

Prerequisite: Graduate-level standing or consent of instructor

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 diversity of sociological issues related to children, this includes family, parenting, school, and other socialization issues.

SOCI 5503 Individual and Society

Prerequisite: Graduate-level standing or consent of instructor

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 modern 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 will be included.

SOCI 5543 Deviant and Alternative Behavior

Prerequisite: Graduate-level standing or consent of instructor

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

Prerequisite: Graduate level standing or consent of instructor

Examines the ways in which feelings and emotions are socially and culturally produced, defined, and learned, how they are embedded in and emblematic of societies, and the consequences of emotions in socially constructed avenues, including self-identity, gender, race, aging, health, ethics, and the law.

SOCI 5734 Social Work Skills

Prerequisite: Graduate-level standing or consent of instructor

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

Prerequisite: Graduate-level standing or consent of instructor

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 critically examines and compares various sociological viewpoints themselves. Considers global problems and everyday situations with a focus on modernity as risk society.

SOCI 5913 Sociology of Everyday Life

Prerequisite: Graduate-level standing or consent of instructor

Qualitative research course examining how existentialism and phenomenology have influenced sociological interpretations of the everyday lived social world traditionally studied through symbolic interactionism. Focuses on social features of life/world experiences such as aging, the body, emotions, health and illness, art, gender, identity, race, domination, and inequality.

SOCI 5981 Directed Readings

var. 1-3

Prerequisite: Graduate-level standing or consent of instructor

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 6013 Social Research

Prerequisite: Graduate-level standing or consent of instructor

This course 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 position paper.

SOCI 6015 Managing Data**3/0/3**

Prerequisite: Graduate Standing

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

Prerequisite: Graduate-level standing or consent of instructor

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

Prerequisite: Graduate-level standing or consent of instructor

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, and learn more effective verbal and non-verbal communication skills, more effective problem-solving and conflict management techniques, basic group leadership skills, and ways to create and maintain effective work groups.

SOCI 6222 Conflict Resolution**3/0/3**

Prerequisite: Graduate Standing

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 6241 Legal Theories**3/0/3**

Prerequisite: Graduate Standing

This course provides 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.

SOCI 6255 Delinquency, Family, and the Community**3/0/3**

Prerequisite: Graduate Standing

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.

SOCI 6266 Perspectives on Violence**3/0/3**

Prerequisite: Graduate Standing

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**

Prerequisite: Graduate Standing

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**

Prerequisite: Graduate Standing

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”—and what can we do about them.

SOCI 6286 Internship

Prerequisite: Graduate-level standing and approval by Internship Coordinator
Students will be placed in an agency compatible with their area of concentration to gain applied experience prior to graduation.

SOCI 6305 Critical Social Analysis

Prerequisite: Graduate-level standing or consent of instructor

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 6342 Crisis Intervention

Prerequisite: Graduate Standing

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.

SOCI 6363 Sociology of the Family

Prerequisite: Graduate-level standing or consent of instructor

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

Prerequisite: Graduate-level standing or consent of instructor

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

Prerequisite: Graduate-level standing or consent of instructor

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

Prerequisite: Graduate-level standing or consent of instructor

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

Prerequisite: Graduate-level standing or consent of the instructor

An examination of a feminist-materialist sociology that explicates everyday experiences by discovering how they are organized and regulated translocally. This includes the investigation of ideological practices that produce experiences institutionally.

SOCI 6700 Social Movements, Protest and Change

Prerequisite: Graduate-level standing or consent of instructor

Social change is a common thread that runs through the history of sociological development. The first part of this course will examine the history of social change from the classical perspective to contemporary theories. Collective behavior and social movement theory will then be explored as we move toward an understanding of how movements emerge in order to promote or resist social change. Particular attention will be given to the investigation of who participates in movements, movement strategies and tactics, and movement outcomes. Finally, 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 6803 Seminar in Social Psychology

Prerequisite: Graduate-level standing or consent of instructor

To explore the sociological relevance of selected areas within social psychology such as group dynamics, leadership, collective behavior and symbolic interaction.

SOCI 6982 Directed Study**var. 1-3****SOCI 6983 Continuing Registration****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.

SOCI 6999 Thesis

Prerequisite: Completion of course work

May be repeated for credit.

MASTER OF SCIENCE DEGREE

Applied Computer Science—M.S.

Department of Computer Science

TLC 2200

678-839-6485

www.cs.westga.edu/

Professor, A. Abunawass (Chair); **Associate Professors**, W. Lloyd, A. Remshagen, D. Rocco, L. Yang, D. Yoder; **Assistant Professors**, J. Allen, L. Baumstark

The M.S. in Applied Computer Science program offers individuals holding Bachelors of Arts or Science degrees the opportunity to pursue advanced skills in the exciting and dynamic field of computer science and information technology. The program offers courses in the areas of software engineering, database systems, networking, operating systems, artificial intelligence, as well as traditional computational theory. Students have great flexibility in choosing a course of study that best fits their needs, whether they are interested in entering the industry after degree completion, or in pursuing further graduate studies in computer science or other related fields. In addition to coursework, interested students have the opportunity to work directly with computer science faculty

on various application- and research-oriented projects.

A student entering this program is normally expected to have an undergraduate degree in Computer Science; however, the program is open to all students holding Bachelor of Arts and Bachelor of Science degrees. Students without a degree in Computer Science or students lacking certain background courses are expected to complete undergraduate and/or graduate course work to compensate for deficiencies. All students must have: 1) a 2.5 overall GPA in undergraduate work, 2) taken the GRE general test (see Graduate School admission requirements for score requirements), 3) three letters of reference, and 4) an intellectual biography, not to exceed 500 words, which includes the reason for seeking the degree.

Students are required to select an advising committee after being admitted to the candidacy of the degree, after completing 9 graduate hours and before completing 16 graduate hours. Failure to select an advising committee will delay the completion of the degree. The Chair of the Department of Computer Science shall serve as the advisor for all students prior to the selection of an advising committee. The chair of the advising committee shall serve as the advisor for the student.

There are two plans for degree completion. The first plan, Plan I (with Thesis), is designed for students who plan to pursue further graduate education, or who plan to enter research-oriented careers. The second plan, Plan II (without Thesis), has two options. The first option, Project Option, is designed for students who wish to pursue further studies of an applied area of computer science and plan to join the workforce as computer specialists upon graduation. The second option, All-Course-Work option, is designed for students who wish to enter industry upon graduation. Persons wishing to have a broad background in computer science often prefer the All-Course-Work Option of Plan II. In all cases, the student, in consultation with her/his advising committee, shall design a course of study specifically to meet the needs of the individual student. Students are expected to successfully complete 36 hours of graduate work for the Master of Science degree with a major in Applied Computer Science. The specifics of the various plans are provided below.

Students without a degree in Computer Science or students lacking certain background courses are expected to complete one of the following two sets of courses (A or B):

Set A

CS 5201: CS Fundamentals I

CS 5202: CS Fundamentals II

Each course must be completed at West Georgia with a minimum letter grade of B, and only 3 hours, for both courses combined, may apply toward the degree. No hours shall be counted if only one of the courses is completed at West Georgia or if the minimum grade has not been earned in one of the two courses.

Set B

Students may elect to take the following courses in lieu of CS 5201 and CS 5202 (above):

CS 1301: Computer Science I

CS 1302: Computer Science II

CS 3151: Data Structures & Discrete Mathematics I

CS 3152: Data Structures & Discrete Mathematics II

No hours may apply toward the degree. Students must complete the course with a minimum letter grade of B.

Required Courses for All Students

CS 6261: System and Network Administration I 3

Select one of the following two sequences: 6

CS 6241: Software Development I

CS 6242: Software Development II

-OR-

CS 6251: Web Technologies I

CS 6252: Web Technologies II

Plans (*Students must choose one of the following plans*)

Plan I: Thesis

CS 6999: Thesis 6 – 9

Plan II: Non-Thesis

Option 1: Project (*up to 6 hours with a change in topic*)

CS 6900: Project 3 – 6

Option 2: All Course Work

Students take CS approved graduate electives.

Electives 18-27

TOTAL 36

Students may take CS graduate elective courses approved for Computer Science graduate students to complete the required 36 hours for the degree. The advising committee and the Chair of the Department must approve all non-CS electives on a case-by-case basis. Additionally, each student must complete a Comprehensive Personal Portfolio in lieu of a Comprehensive Examination. The portfolio shall be reviewed by the student's advising committee and shall be modified, when necessary, for the committee's approval. Each student will complete the Comprehensive Personal Portfolio under the guidance of the student's advising committee Chair. General recommendations and guidelines for the length and the content of the portfolio are available from the Department of Computer Science.

Graduate Certificates in Computing

The Department of Computer Science offers several Graduate Certificates in Computing designed to provide individuals holding an undergraduate degree in any discipline the opportunity to gain advanced knowledge and skills in selected areas of applied computing through a focused program of study consisting of 15 semester hours of coursework (5 courses). In addition to specific courses required for a particular certificate, students may also choose elective courses, in consultation with their advisor, that allow flexibility to study additional topics related to their certificate program and that fit their individual career goals. Certificates are currently available in the areas of Human-Centered Computing, System and Network Administration, Software Development, and Web Technologies.

The certificate programs are distinct from professional and vendor-specific technical certifications in that they focus on skills and knowledge that can be applied to a variety of technologies, are vendor-neutral, and that form a foundation for adapting to unfamiliar and/or new technologies. Each certificate program does, however, form an excellent basis upon which students may build, should

they wish to pursue additional professional certifications on their own.

Students successfully completing all requirements for the program will receive a certificate from the University, and the student's official transcript shall include the courses taken as well as an indication of successful completion and award of the certificate.

Students deciding to apply for admission to the Master of Science in Applied Computer Science degree program after successfully completing a certificate program must take the Graduate Record Examination (GRE) and meet all other admission requirements for the M.S. in Applied Computer Science. All credits earned in the certificate program (15 hours) may be applied toward the M.S. degree within six years of completion and award of the certificate. **Students must be accepted into the M.S. in Computer Science program by their ninth hour should they wish to utilize all 15 hours towards a master's degree.** If CS 5201 and CS 5202 were taken as a pre-requisite to the certificate program, only 3 of those hours may be applied toward the M.S. degree. The capstone project for the certificate, CS 6900, may also count as a project toward the M.S., should the student choose the Non-Thesis/Project Option of the M.S. program.

Admission

All of the graduate certificates in computing are open to students with an undergraduate degree in any discipline, with an overall undergraduate GPA of at least 2.5. Students without an undergraduate degree in computer science or equivalent experience, as determined by the Department of Computer Science, must complete CS 5201 and CS 5202 as a pre-requisite to courses in the program (no hours from these courses will apply toward the certificate).

Upon admission to the program, the Department of Computer Science will assign a faculty advisor to each student. The advisor will supervise the student's progression in the program as well as the student's capstone project.

Specific Requirements for all Graduate Certificates in Computing:

- A minimum overall GPA of 3.0 in all courses for the certificate is required.
- Students must meet with their advisor at least twice during each semester of enrollment.
- The selection of elective courses must be made in consultation with the student's faculty advisor and be approved by the Department.
- Students must complete an exit interview with the Department during the final semester of enrollment.

Graduate Certificate in Human-Centered Computing

This certificate offers students the opportunity to gain knowledge and skills in the design and development human-centered computing systems. Through a focused program of study covering fundamentals, principles, and techniques involved in human/computer interaction and user interface design, students will develop an ability to apply HCI design principles and techniques in the analysis, design, and development of computing systems, as well as evaluate HCI factors and issues in existing systems.

Learning Outcomes

Upon completing the certificate program, students will be able to:

1. Apply human/computer interaction principles and techniques in the analysis, design, development, and testing of a moderately sized software system.
2. Evaluate human/computer interaction factors and issues in an existing computing system, and develop a plan of action to include the implementation of technical solutions to address those issues.

Required Courses

	<u>Hours</u>
CS 6281 Human/Computer Interaction I	3
CS 6282 Human/Computer Interaction II	3
Choose one of the following courses:	3
CS 6241 Software Development I	
CS 6251 Web Technologies I	
CS 6291 Interactive Media and Game Development I	
One additional CS-approved graduate elective	3
CS 6900 Capstone Project	3
TOTAL	15

Graduate Certificate in Software Development

This certificate offers students the opportunity to gain the knowledge and skills needed to pursue entry-level careers as software designers, developers, and systems analysts. Through a focused program of study covering fundamental principles and practices involved in software design and development, students will develop an ability to effectively analyze user requirements for a moderately sized software system and design, develop, and document a software system that addresses those requirements.

Learning Outcomes

Upon completing the certificate program, students will be able to:

1. Analyze user requirements and apply the principles and practices of software design and development to design, implement, test, and document a moderately sized software system that addresses those requirements.
2. Demonstrate an understanding of at least one technical area outside of software development and apply software development processes and methodologies in that area (i.e., web technologies, human/computer interaction).

Course Requirements

	<u>Hours</u>
CS 6241 Software Development I	3
CS 6242 Software Development II	3
Choose one of the following courses:	3
CS 6251 Web Technologies I	
CS 6281 Human/Computer Interaction I	
CS 6311 Programming Languages I	
One additional CS-approved graduate elective	3
CS 6900 Capstone Project	3
TOTAL	15

Graduate Certificate in System and Network Administration

This certificate offers students the opportunity to gain the knowledge and skills needed to pursue entry-level careers in computer and network systems administration and support. Through a focused program of study covering the fundamentals of operating systems and networks; principles and practices of systems and network administration; and computer security, students will develop an ability to effectively analyze user requirements for a computing infrastructure and design, deploy, maintain, and document systems and networks that address those requirements.

Learning Outcomes

Upon completing the certificate program, students will be able to:

1. Analyze user requirements and apply the principles and practices of systems and network administration to design, deploy, maintain, and document an appropriate computing infrastructure that addresses those requirements.
2. Demonstrate an understanding of current issues in computer and network security and be able to apply technical solutions to address security needs and vulnerabilities.
3. Discuss professional and ethical issues relevant to the profession of systems and network administration.
4. Demonstrate a working technical knowledge of at least one current enterprise technology, such as database systems or web technologies, and demonstrate an understanding of the role of system and network administration in the support of that technology.

Required Courses

	<u>Hours</u>
CS 6261 System and Network Administration I	3
CS 6262 System and Network Administration II	3
Choose one of the following courses:	3
CS 6231 Database I	
CS 6251 Web Technologies I	
One additional CS-approved graduate elective	3
CS 6900 Capstone Project	3
TOTAL	15

Graduate Certificate in Web Technologies

This certificate offers students the opportunity to gain the knowledge and skills needed to pursue entry-level careers as webmasters and web developers. Through a focused program of study covering the fundamentals of the Internet and the World Wide Web; principles and applications of current web technologies; web design and software development methodologies; and an introduction to computer and network security issues related to web technologies and systems, students will develop an ability to effectively analyze user requirements for web-based software systems and design, develop, document, and support websites and web technologies that address those requirements.

Learning Outcomes

Upon completing the certificate program, students will be able to:

1. Analyze user requirements and apply the principles and practices of web software design and development to design, develop, test, and document a web-based software solution that addresses those requirements.
2. Demonstrate an understanding of current issues in computer and network security related to web technologies and systems and be able to apply technical solutions to address security needs and vulnerabilities.

Required Courses	Hours
CS 6251 Web Technologies I	3
CS 6252 Web Technologies II	3
Choose one of the following courses:	3
CS 6231 Databases I	
CS 6261 System and Network Administration I	
CS 6291 Interactive Media and Game Development I	
One additional CS-approved graduate elective	3
CS 6900 Capstone Project	3
TOTAL	15

COMPUTER SCIENCE COURSES (CS)

CS 1301	Computer Science I	2/2/3
Prerequisite: CS 1300 or Departmental Consent		
This course explores the three fundamental aspects of computer science - theory, abstraction, and design - as the students develop moderately complex software in a high-level programming language. It will emphasize problem solving, algorithm development, and object-oriented design and programming. The course assumes prior experience in programming.		
CS 1302	Computer Science II	2/2/3
Prerequisite: CS 1301 with a minimum grade of C		
This course continues the exploration of theory, abstraction, and design in computer science as the students develop more complex software in a high-level programming language.		
CS 3151	Data Structures and Discrete Mathematics I	2/2/3
Prerequisite: CS 1302		
An integrated approach to the study of data structures, algorithm analysis, and discrete mathematics. Topics include induction and recursion, time and space complexity, and big-O notation, propositional logic, proof techniques, sorting, mathematical properties of data structures, including lists.		
CS 3152	Data Structures and Discrete Mathematics II	2/2/3
Prerequisite: CS 3151		
A continuation of CS 3151. Topics include sets, relations and functions, graphs, state spaces and search techniques, automata, regular expressions, context-free grammars, and NP completeness.		
CS 5201	Computer Science Fundamentals I	4/2/5
Prerequisite: Graduate Standing		
Introduction to basic computing fundamentals and software engineering, with emphasis on linear data structures, algorithm development and problem solving. Students are expected to complete a small-scale project in this course.		

- CS 5202 Computer Science Fundamentals II** 4/2/5
Prerequisite: CS 5201
Advanced computing fundamentals and software engineering, with emphasis on non-linear data structures and computer architecture. Students are expected to complete a medium scale project in this course.
- CS 6211 Computer Architecture and Machine Organization I** 2/2/3
Prerequisite: CS 5202 or equivalent
An introduction to computer organization and principles of computer design. Topics include: machine language, assembly language programming, organization of the processor, main and secondary memory, representation of data types, linkers and loaders, addressing methods, machine program sequencing, processing unit, cache, and pipelining.
- CS 6212 Computer Architecture and Machine Organization II** 2/2/3
Prerequisite: CS 6211
Advanced topics in computer architecture. Students will also be introduced to current professional certification processes and standards.
- CS 6231 Database Systems I** 2/2/3
Prerequisite: CS 5202 or equivalent
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. The course includes special emphasis on current applications of web-based database management systems. Students will also be introduced to current professional certification processes and standards.
- CS 6241 Software Development I** 2/2/3
Pre-requisite: CS 5202 or equivalent
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
Pre-requisite: 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 6250 Graphics** **2/2/3**
Prerequisite: CS 5202 or equivalent
An introduction to the concepts of computer graphics and their applications. Techniques of graphical display software including display files, windowing, slipping, and two- and three-dimensional transformations. The course places a special emphasis on the use of graphical environments and their applications.
- CS 6251 Web Technologies I** **2/2/3**
Prerequisite: CS 5202 or equivalent
An introduction to enterprise, organizational, programming, and system issues in building and maintaining a modern website with emphasis on use of professional grade website-development systems, programming in markup and scripting languages, creation, access, and maintenance of networked databases, and use of multimedia Authorware. Students are expected to complete a major project in the development and maintenance of web sites as well as web services.
- CS 6252 Web Technologies II** **2/2/3**
Prerequisite: CS 6251
The course covers advanced website administration, advanced use of networked databases across different platforms, and automation of administrative and accounting tasks. Integration of cross-platform objects through use of various protocols is also examined. Students will also be introduced to current professional certification processes and standards.
- CS 6261 System & Network Administration I** **2/2/3**
Pre-requisite: CS 5202 or equivalent
This course explores principles and practices in systems and network administration, with an emphasis on small-scale computing environments. The course will focus on practical aspects of managing a local area network consisting of servers, clients, network devices, and associated software services and tools running on multiple platforms. Fundamental theoretical concepts in operating systems and networks will be discussed in the context of system and network administration.
- CS 6262 System & Network Administration II** **2/2/3**
Pre-requisite: CS 6261
This course explores advanced principles and practices in systems and network administration. Topics include backups and disaster recovery; automating tasks with scripts; performance analysis; troubleshooting; security; wireless networking; and internetworking architectures. Current professional and ethical issues as well as certification standards and processes relating to systems and network administration will be introduced.
- CS 6271 Artificial Intelligence I** **2/2/3**
Pre-requisite: CS 5202 or equivalent
A study of symbolic artificial intelligence. The course includes application and survey of problem-solving methods in artificial intelligence with emphasis on heuristic programming, production systems, simple robotic systems, and ethical and professional implications of intelligent systems.

- CS 6272 Artificial Intelligence II** 2/2/3
Pre-requisite: CS 6271
A study of sub-symbolic artificial intelligence. The course includes sub-symbolic processes in artificial intelligence with emphasis on machine learning, neural networks, and genetic algorithms.
- CS 6281 Human/Computer Interaction I** 2/2/3
Pre-requisite: CS 5202 or equivalent
This course investigates the importance of the human/computer interface in the design and development of computing systems. Topics include the theoretical foundations of human/computer interface design; cross-disciplinary issues; and methodologies used in the design, development, and evaluation of human/computer interfaces.
- CS 6282 Human/Computer Interaction II** 2/2/3
Pre-requisite: CS 6281
This course expands on HCI foundations from CS 6281 with extensive readings and practice of HCI design, development, and evaluation methodologies and techniques. Students will be expected to complete a significant project involving an investigation of an HCI related domain through application of design and evaluation techniques covered in the course.
- CS 6291 Interactive Media & Game Development I** 2/2/3
Pre-requisite: CS 5202 or equivalent
This course will explore the basic design principles and practices employed in developing interactive media and simple games. Topics will include human-computer interaction factors, the animation of images, and the game development process from conception to implementation.
- CS 6292 Interactive Media & Game Development II** 2/2/3
Pre-requisite: CS 6291
This course will cover advanced topics in interactive media and game development including more advanced game development concepts such as artificial intelligence and network games. The creation, animation, and incorporation of 3D images in games and interactive web sites will be a major component of the course.
- CS 6311 Programming Languages I** 2/2/3
Pre-requisite: CS 6311
The course will investigate theoretical and practical aspects of programming languages while improving programming and problem solving skills. Theoretical topics will include the analysis and evaluation of programming languages, while the practical aspect will focus on problem solving, defensive programming, and debugging techniques.
- CS 6312 Programming Languages II** 2/2/3
Pre-requisite: CS 6312
A continuation of programming language pragmatics with focus on current languages, constructs, and methodologies that are widely used in current software development; more recent languages and cutting-edge approaches to writing and developing software will also be covered.

- CS 6900 Project 3/0/3**
 Prerequisite: Graduate Standing and permission of student's advising committee
 May be repeated with a change in subject matter to a total of six hours. This course is designed for special project work under the supervision of the student's advising committee in lieu of CS 6999. Grading S/U.
- CS 6983 Seminar 1/0/1**
 Prerequisite: Graduate Standing and permission of instructor
 This course is designed to introduce students to research topics in computer science. May be repeated with a change in subject matter to a total of three hours. Grading S/U.
- CS 6985 Topics in Computer Science var. 1-3**
 Prerequisite: Graduate Standing and permission of instructor
 This course is designed to give students knowledge at the frontier of a rapidly changing field. May be repeated with a change in subject matter to a total of nine hours.
- CS 6999 Thesis var. 6-9**
 Prerequisite: Graduate Standing and permission of the student's advising committee.
 This is a traditional Master of Science thesis course. Thesis work is done under the supervision of the student's advising committee. Grading S/U.
- CS 7300 Introduction to Computers for Teachers 3/0/3**
 An algorithmic approach to problem solving using two high-level programming languages.
- CS 7331 Computer Science Advanced Placement Preparation for Teachers I 3/2/4**
 This course covers computer science topics needed for the Advanced Placement Program for Computer Science A examination.
- CS 7332 Computer Science Advanced Placement Preparation for Teachers II 3/2/4**
 Prerequisite: CS 7331
 This course is a continuation of CS 7331 and covers computer science topics needed for the Advanced Placement Program for Computer Science AB examination.

Biology—M.S.

Department of Biology

Biology 160

678-839-6547

www.westga.edu/~biology/

Professors, J. Hendricks, G. Payne, S. Swamy-Mruthinti, H. Zot (Chair);

Associate Professors, L. Kral, D. Osborne, N. Penco, C. Tabit; **Assistant Professors,** H. Banford, J. Huff, W. Kenyon, D. Morgan; **Instructor,** L. Payne

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.

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.

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 inter-relatedness 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.

Thesis Track for the M.S. Degree in Biology

BIOL 6984 (One credit hour per semester)	4 hrs.
BIOL 6983 (Minimum)	9 hrs.
Seven 3-Hour Graduate Courses in Biology	21 hrs.
BIOL 6999	2 hrs.

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 (One credit hour per semester)	4 hrs.
BIOL 6995	2 hrs.
Ten Three-Hour Graduate Courses in Biology*	30 hrs.

*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.

Evening Studies Option

The faculty of the Department of Biology recognizes that the field of biology is constantly expanding and changing. Professional biologists and educators cannot always complete graduate degree programs that require attendance of daytime courses. To provide for the continuing education needs of these persons, the Department of Biology offers an Evening Studies program. Each semester at least one graduate-level course in biology will be offered after 5:00 p.m. For the most part, the course (or courses) offered will involve laboratory instruction; consequently, the course (or courses) will be offered on a two-night per week schedule (either a Monday/Wednesday or a Tuesday/Thursday). If more than one course is offered in a given semester, then, generally, the classes will be scheduled so as not to conflict with each other. A five-year rotation schedule for graduate biology courses has been prepared, allowing students to complete the non-thesis M.S. degree in Biology without day classes. Contact the Department of Biology for additional details.

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.

BIOLOGY COURSES (BIOL)

(All courses carry three hours credit unless otherwise noted.)

BIOL 5241 Entomology

Prerequisite: BIOL 1108

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

Prerequisite: BIOL 1108

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

Prerequisite: BIOL 1108

The biology, systematics, and taxonomy of fishes with an emphasis on the biodiversity/biogeography of fishes in the state of Georgia.

BIOL 5315 Microbial Physiology and Genetics

Prerequisite: BIOL 3310

Microbial physiology is designed to illustrate that procaryotic organisms follow the same physiological rules and restrictions as eucaryotes. The course will illustrate the value of biophysical, biochemical, and thermodynamic principles to bacterial growth and function and will utilize mathematical formulae to illustrate the basic principles of microbial reproduction. Microbial physiology will utilize problem solving to strengthen the ability of students to design, conduct, and evaluate biological experiments and data.

BIOL 5321 Applied and Environmental Microbiology

Prerequisite: One course in microbiology or consent of instructor

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

Prerequisite: BIOL 3310 or consent of instructor

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 5440 Aquatic Ecology

Prerequisite: BIOL 2134, 2135 and CHEM 1212

A study of biological, chemical, and physical components and interactions in freshwater systems. Field labs include a study of reservoirs and streams in western Georgia.

BIOL 5441 Animal Behavior

Prerequisite: BIOL 2134 and 2135

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

Prerequisite: BIOL 2135

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

Prerequisite: BIOL 2135

This course 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

Prerequisite: BIOL 2134

A course combining the fundamentals of embryology with the genetic and molecular analysis of embryonic development.

BIOL 5539 Comparative Physiology

Prerequisite: BIOL 3513 or consent of instructor

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

Prerequisite: BIOL 2134, 2135, CHEM 2411

This course 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

Prerequisite: BIOL 2134

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 5727 Essentials of Immunology

Prerequisite: BIOL 2134

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 5729 Medical Virology

Prerequisite: BIOL 3310 or consent of instructor

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**

Prerequisite: BIOL 3310

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

Prerequisite: BIOL 3513 or consent of instructor

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

Prerequisite: BIOL 2134, BIOL 2134L, BIOL 3513, BIOL 3513L

Since the beginning of time, the fear of aging has preoccupied mankind. Only recently are we gaining insight into the biological process of aging. In this course, we will focus on some of the ideas about aging put forward by early alchemists to modern molecular biologists. We will discuss biological principles behind anti-aging and aging intervention agents, as well as life-style options. The graduate students are expected either to do independent research in the area of aging or to collect literature on case studies and present in the form of oral presentations and written reports.

BIOL 5985 Special Topics in Biology**var. 1-3**

Prerequisite: Consent of instructor

Specific titles will be announced for each term in class schedules and will be entered on transcripts.

BIOL 6150 Scientific Integrity and Propriety

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 by federal funds for their research or degree program.

BIOL 6325 Prokaryotic Biology

Prerequisite: Cell and Molecular Biology and Organic Chemistry

This course is intended to introduce graduate students to the complexity and diversity of prokaryotic 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

Prerequisite: BIOL 2134, 5 hours of Biology at 3000 or above, and CHEM 2422 or 3422

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

Prerequisite: BIOL 2134 or consent of instructor

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

Prerequisite: BIOL 2134

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**var. 1-3**

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 **var. 1-3**

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 **var. 1-12**

The research course is designed to teach students methods for biological research. Students 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**

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 **var. 1-3**

Prerequisite: Consent of instructor

Specific titles will be announced for each term in class schedules and will be entered on transcripts.

BIOL 6995 Comprehensive Exam **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 of an oral format; however, the graduate committee and student may elect an alternative format with sufficient justification.

BIOL 6999 Thesis **2**

Prerequisite: Completion of qualifying examination

Thesis should be taken during the final term of a student's program. Students should complete a statement of understanding with endorsements by the major professor and department chair or graduate coordinator verifying that thesis completion is probable during the term of enrollment for this course. Students must submit and revise the research thesis to the satisfaction of all committee members and to the satisfaction of the graduate coordinator. In addition, the student must present an oral defense of the thesis in an open forum. Successful completion of the thesis and successful performance in the defense, as determined by the graduate committee for the student, will be used to determine satisfactory performance in this course.

Mathematics – M.S.

Concentrations in Teaching and Applied Mathematics

Boyd 310

679-839-6489

www.westga.edu/~math/grad

Professors, B. Landman (Chair), V. Tuan; **Associate Professors**, A. Boumenir, W. Faucette, M. Gordon, A. Khodkar, V. Nguyen, K. Smith, S. Sykes; **Assistant Professors**, J. Black, A. Chatterjee, J. Kang, C. Leach, K. Shin, R. Xu, M. Yazdani; **Visiting Assistant Professors**, D. Robinson, J. Hwang; **Instructors**, R. Chilluffo, K. Dyke, G. Kittel; **Lecturers**, C. Autrey, J. Bellon, S. Rivera

For 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, 2644, 2654) plus at least twelve hours of mathematics courses at the advanced undergraduate level (3000 level or higher, or the equivalent). Applicants must also fulfill all other requirements for admission to the Graduate School. All applications should be submitted directly to the Graduate School. Please see <https://www.westga.edu/~grad> for an application form. For further information please e-mail gradsch@westga.edu.

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

Teaching Option.

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.

Applied Option

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.

MATHEMATICS COURSES (MATH)

MATH 6003 Dynamical Systems and Applications

Topics include 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.

Prerequisite: MATH 3303 or MATH 2654

MATH 6043 Topics in Number Theory

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 Function.

Prerequisite: MATH 3414 or equivalent

MATH 6103 Discrete Optimization

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.

Prerequisite: MATH 2853, MATH 4483

MATH 6203 Applied Probability

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.

Prerequisite: MATH 1634, MATH 2063 or an equivalent

MATH 6213 Statistical Methods

Topics include estimation, confidence intervals, hypothesis tests, nonparametric tests, analysis of variance, and regression.

Prerequisite: MATH 2853

MATH 6213 Statistical Methods

3/0/3

Prerequisite: MATH 2853

This course will include the following topics: estimation, confidence intervals, hypothesis tests, nonparametric tests, analysis of variance, and regression.

MATH 6233 Geometry

Topics include preliminaries, affine and projective planes, affine and projective planes over fields, affine and projective spaces, and closure spaces.

Prerequisite: MATH 3003

MATH 6253 Mathematical Analysis I

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 Lebesgue Theory.

Prerequisite: MATH 3003

MATH 6263 Mathematical Analysis II

Topics include metric spaces, topological spaces, compact spaces, Banach spaces, measure and integration, measure and outer measure, the Daniell Integral, and measure and topology.

Prerequisite: MATH 6253

MATH 6303 Introduction to Mathematical Control Theory

Topics include discrete-time and continuous-time systems, reachability and controllability, feedback and stabilization, and outputs.

Prerequisite: MATH 2654, MATH 2853

MATH 6363 Theory of Partial Differential Equations

Topics include well-posed problems, regularity, asymptotics, maximum principles, linear equations, nonlinear first order equations, linear evolution equations, and second order elliptic equations.

Prerequisite: MATH 3303, MATH 3243

MATH 6403 Signal Processing

Topics include Fourier Transforms, Fourier series, Fast Fourier Transforms FFT, filtering, sampling, and digital signal processing.

Prerequisite: MATH 3243

MATH 6413 Advanced Modern Algebra I

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.

Prerequisite: MATH 3413 or equivalent

MATH 6423 Advanced Modern Algebra II

Topics include introduction to rings, Euclidean domains, principle ideal domains and unique factorization domains, polynomial rings, field theory, and Galois Theory.

Prerequisite: MATH 6413 or equivalent

MATH 6473 Combinatorial Analysis

Topics include algorithms and complexity, polya theory, combinatorial designs and Latin squares, coding theory, and network optimization.

MATH 6483 Theory of Graphs

Topics include fundamentals, matchings, connectivity, Planar graphs, dense graphs, and Graph Ramsey Theory.

Prerequisite: MATH 3003

MATH 6503 Numerical Methods in Applied Mathematics

Topics include norms, floating-point arithmetic and rounding errors, well-posed computations, numerical linear algebra, iterative solutions of nonlinear equations, polynomial interpolation, and numerical differentiations and integration.

Prerequisite: MATH 2853, MATH 3303

MATH 6513 Applied Linear Algebra

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.

Prerequisite: MATH 2853

MATH 6613 Inverse Problems

Topics include basis facts from Functional Analysis, ill-posed problems, regularization of the first kind, regularization by discretization, and inverse eigenvalue problems.

Prerequisite: MATH 6253

MATH 6713 Strategies for Teaching Mathematics

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

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 tasks.

MATH 6733 Research in Mathematics Education

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

Topics include features of an advanced perspective, Real and Complex numbers, functions, equations, integers and polynomials, and number system structures.

Prerequisite: MATH 3243 and MATH 3413 or the equivalent

MATH 6903 BioMathematics

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.

Prerequisite: MATH 2853, MATH 3303, reasonable background in Biology

Nursing—M.S.N.

Department of Nursing

Ed. Annex 267 678-839-6552 www.westga.edu/~nurs/

Professors, K. Grams (Chair), L. Ware (Graduate Coordinator), C. Epps (Undergraduate Coordinator), M. Kosowski, R. Siler, C. Wilson; **Associate Professors**, L. Reilly; **Assistant Professors**, S. Ashford, N. Chadwick

The Department 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 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 will 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 new 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 focus on patient centered care, evidence-based practice, pharmacology, case management client-care coordination, holistic health assessment, care of diverse populations, health policy, health systems, business and economics, statistics, leadership and management, quality improvement, risk management, and public/community health. Courses will focus on nursing leadership/management, managed care/case management strategies, outcome measurement, quality improvement, cost effectiveness, and implementing change in the health delivery system.

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, and leaders/managers, and clinical nurse leaders in a variety of health care settings. Students may complete the course of study in four semesters of full time course work (9 hours/semester), or students may pursue the degree on a part-time basis. Course work is provided using face to face and on-line instruction.

The mission of the MSN Program is to offer high quality graduate education that:

- Prepares registered nurses for advanced practice roles in diverse health care settings in Georgia and the surrounding region
- Provides regional outreach related to graduate nursing education through off-campus programs
- Provides a caring, supportive, personal environment for learning that:
 - Affirms the holistic nature of individuals
 - Reflects caring as the essence of nursing
 - Expects that nurses use critical thinking in decision making
 - Supports evidence-based practice
 - Utilizes disciplinary rigor to support MSN student progress toward assuming leadership and education roles

The purpose of the MSN program is to prepare registered nurses for advanced practice in the areas of health systems leadership and nursing education. Students in the nursing education track will identify one of four clinical specialty areas for focus: adult health, family health, mental health, or community health. Graduates of the program will be able to:

1. Utilize theoretical models, information systems and technology to perform effectively in a variety of nursing practice, leadership, and educational roles (competence and critical thinking).
2. Critically appraise original research for practice implications in the context of evidence-based practice (critical thinking).
3. Examine influences on nursing practice and education, including social, economic, ethical, legal, and cultural diversity issues (conscience and critical thinking).

4. Implement evidence-based practice competencies to achieve quality outcomes and enhance nursing care delivery, leadership and education (critical thinking).
5. Demonstrate critical thinking skills in implementing changes and making decisions in the delivery of healthcare or in nursing education (change and critical thinking).
6. Develop and implement practice, leadership, management, and teaching strategies for the improvement of healthcare or nursing education (commitment).
7. Communicate effectively using a collaborative approach to improve nursing education, the quality of professional nursing practice and the healthcare system (collaboration and communication).
8. Attain a level of scholarship congruent with preparation for doctoral study (commitment).
9. Practice nursing in leadership and education roles in a manner that reflects caring as the essence of nursing (caring).
10. Engage in advanced nursing practice that reflects a holistic view of self and others and respect for diverse cultures (holism).

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
Suite 530
Washington, DC 20036-112
www.AACN.NCBE.edu
202-897-8476

Admission Requirements

Admission is based on several criteria including the following:

- Applicant's score on the Graduate Records Examination (GRE) or Miller Analogies Test (MAT)
- 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 and eligibility for licensure in the state of Georgia
- 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 student)
- GPA of 3.0 (4.0 scale) for all upper division nursing courses
- Professional resume
- Three letters of recommendation from individuals who are knowledgeable of the applicant's professional and academic abilities

Upon receipt of all application materials by the UWG Graduate School and determination by the Department of Nursing that all admission criteria are met, including minimum GRE or MAT scores and grade point average, the Department of Nursing will notify selected applicants regarding admission status.

These criteria represent minimal standards and provide no guarantee of

acceptance. Admission to the Master of Science in Nursing program is competitive and granted by the Graduate Committee of the Department of Nursing and the University of West Georgia Graduate School.

**Please Note: Criminal background checks may be required for participation in clinical learning opportunities by health care agencies. Inability to complete clinical requirements may interfere with successful completion of degree requirements.*

Curriculum

The M.S.N. program is a professional degree program requiring 36-39 semester hours of credit. The degree requires course work as follows:

MSN Core Courses			21
NURS 6000	1		
NURS 6100	3		
NURS 6300	3		
NURS 6400	3		
NURS 6401	3		
NURS 6403	3		
NURS 6404	3		
NURS 6500	2		
Nurse Educator Track Courses			12
NURS 6487	2		
NURS 6501	2		
NURS 6502	2		
NURS 6503	2		
NURS 6587	2		
NURS 6787	2		
		Health Systems Leadership Track	21
Leader/Manager Focus		Clinical Nurse Leader Focus	
NURS 6404	3	NURS 6601	2
NURS 6487	2	NURS 6602	2
NURS 6601	2	NURS 6603	2
NURS 6602	2	NURS 6287	2
NURS 6603	2	NURS 6387	4
NURS 6687	2		
NURS 6887	2		
Research			1-6
NURS 6987 or	1-3		
NURS 6999	1-6		

Total Hours 36-39

Post-Graduate Certificates in Nursing Education and Health Systems Leadership

The purpose of the Department 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 an NLNAC or CCNE accredited program.

Nurse Educator Post-Graduate Certificate Courses (10 credit hours)

- NURS 6501 Role of the Nurse as Educator (2-0-2)
 NURS 6502 Assessment and Instruction in Nursing Education (2-0-2)
 NURS 6503 Outcomes Evaluation in Nursing Education (2-0-2)
 NURS 6587 Nurse Educator Role Practicum I (0-8-2)
 NURS 6787 Nurse Educator Role Practicum II (0-8-2)

Health Systems Leadership Post-Graduate**Certificate Courses (10-12 credit hours)**

- NURS 6601 Role of the Nurse as Leader/Manager (2-0-2)
 NURS 6602 Problem Solving in Health Systems Leadership (2-0-2)
 NURS 6603 Outcomes Evaluation in Health Systems Leadership (2-0-2)
 and

Leader/Manager

- NURS 6687 Health Systems Leadership Role Practicum I (0-8-2)
 NURS 6887 Health Systems Leadership Role Practicum II (0-8-2)
 or

Clinical Nurse Leader

- NURS 6287 Clinical Nurse Leader Role Practicum I (0-10-2)
 NURS 6387 Clinical Nurse Leader Role Practicum II (0-20-4)

NURSING COURSES (NURS)

(All courses carry three hours credit unless otherwise noted.)

NURS 6000 Caring and the Advanced Practice of Nursing 2/0/2

Prerequisite: Admission to program

An in-depth examination of the concept of caring as the essence of nursing practice and its relationship to the role of advanced practice nursing. Scholarly writings, including research, will be explored. Ethical issues related to the advanced practice of nursing will be examined in the context of providing a caring environment for nursing care delivery.

NURS 6100 Theoretical Foundations of Nursing Practice

Prerequisite: Admission to program

An exploration of various nursing theories and the utilization of nursing theory to health care delivery and to the role of the advanced practice nurse. Additionally, this course includes an examination of nursing theory and its relationship to providing comprehensive and holistic nursing care.

NURS 6287 Clinical Nurse Leader Role Practicum I 0/10/2

Prerequisite or Co-requisite: NURS 6401 AND NURS 6402

This practicum focuses on the initial transition of students into the clinical nurse leader role of clinician, outcomes manager, client advocate, educator, information manager, systems analyst/risk anticipator, team member, member of the profession, and lifelong leader. Students will function under the guidance of a faculty member and clinical preceptor.

NURS 6300 Health Care Delivery Systems

Prerequisite: Admission to program

An examination of health care policy, organization, and finance. This course also explores the role of the advanced practice nurse in providing high quality, cost-effective nursing care, and it addresses issues related to the delivery of health care.

NURS 6387 Clinical Nurse Leader Role Practicum II**0/20/4**

Prerequisite: NURS 6287

This course is an immersion experience in the role of the clinical nurse leader. Opportunities are provided for students to integrate theory, research, and evidence-based practice in the clinical setting under the guidance of a faculty partner and clinical preceptor.

NURS 6400 Scholarly Inquiry in Nursing

Prerequisite: NURS 6000 and NURS 6100

A course designed to prepare advanced practice nurses with the skills and knowledge needed to use nursing research to provide high quality nursing care, initiate change, and promote evidence-based practice.

NURS 6402 Advanced Nursing Management of Health and Disease

Prerequisite: Graduate Standing

This course is designed to address pathophysiological changes across the lifespan associated with illness and disease as well as management of pharmacologic and other therapeutic interventions.

NURS 6403 Advanced Applied Pharmacology

Prerequisite: Admission to the MSN Program

The course is designed to address nursing management of pharmacologic therapeutic interventions associated with illness, disease, and health promotion across the lifespan. This course builds on and expands the baccalaureate foundation of applied pharmacology with application of pharmacokinetic methods, pharmacodynamic principles, and pharmacotherapeutic nursing interventions.

NURS 6404 Advanced Pathophysiology

Prerequisite: Admission to the MSN Program

The course is designed to provide a scientific knowledge base of selected pathophysiological states associated with health and disease. Such knowledge is foundational for clinical decision-making and nursing management.

NURS 6487 Specialty Nursing Practicum**0/8/2**

Prerequisite: NURS 6000, 6100, 6300

This course focuses on the development of advanced clinical knowledge in specialty nursing. Opportunities are provided for students to integrate theory, research, and practice in the clinical setting under the direction of a nursing faculty mentor with clinical specialty expertise. Students will select one of the following clinical specialty areas for study: adult health nursing, family health nursing, mental health nursing, or community health nursing.

NURS 6500 Data Analysis in Nursing**2/0/2**

Prerequisites: Admission to MSN program and NURS 6100, 6400

This course is designed to provide students with the opportunity to examine various research designs and data analysis techniques appropriate to quantitative research methodologies.

- NURS 6501 The Role of the Nurse as Educator** 2/0/2
Prerequisite: NURS 6000 and NURS 6100; Co-requisite: NURS 6400
An exploration of the role of advanced nursing practice related to teaching. Specific theories related to teaching, health promotion, and prevention will be included. Emphasis will be on theoretical bases of teaching adults.
- NURS 6502 Assessment and Instruction in Nursing Education** 2/0/2
Prerequisite: NURS 6501, NURS 6400, and NURS 6300; Co-requisite: NURS 6587
Using a case study approach, this course provides an in-depth examination of assessing adult learning needs and identifying specific theory-based and/or research based interventions designed to meet identified needs. Assessment will include both individual and group assessment strategies. Teaching/learning interventions will include face-to-face techniques as well as technology-enhanced techniques.
- NURS 6503 Outcomes Evaluation in Nursing Education** 2/0/2
Prerequisite: NURS 6502; Co-requisite: NURS 6787
Using a case study approach, students will examine methods/processes to assess learning outcomes. Individual and group outcomes will be addressed. Students will also explore ways to document and present evidence of outcome evaluation. Additionally, the student will explore the outcome evaluation as an essential role of the advanced practice nurse.
- NURS 6587 Nurse Educator Role Practicum I** 0/8/2
Prerequisite: NURS 6501; Co-requisite: NURS 6502
The focus of this course is on the application of theory and research in the educational practice setting. Opportunities are provided for students to demonstrate competencies in the selected role of nurse educator in a variety of educational and/or healthcare settings.
- NURS 6601 The Role of the Nurse as Leader/Manager** 2/0/2
Prerequisite: NURS 6000 and NURS 6100; Co-requisite: NURS 6400
An exploration of the role of advanced nursing practice related to health systems leadership. Specific theories related to leadership, quality improvement, and outcomes management will be included.
- NURS 6602 Problem Solving in Health Systems Leadership** 2/0/2
Prerequisite: NURS 6601, NURS 6400, and NURS 6300; Co-requisite: NURS 6687
Using a case study systems approach, this course provides an in-depth examination of identifying health systems leadership problems and identifying specific theory-based and/or research based interventions designed to solve identified problems.
- NURS 6603 Outcomes Evaluation in Health Systems Leadership** 2/0/2
Prerequisite: NURS 6601; Co-requisite: NURS 6887
Using a case study approach, students will examine methods/processes to assess outcomes related to health systems leadership. Individual and group outcomes will be addressed. Students will also explore ways to document and present evidence of outcomes evaluation. Additionally, the student will explore the outcome evaluation as an essential role of the advanced practice nurse.

- NURS 6687 Health Systems Leadership Role Practicum I** 0/8/2
 This practicum course focuses on decision-making and problem solving in the healthcare delivery system by utilizing theory and research. Opportunities are provided for students to demonstrate competencies in selected roles of health systems leader/manager in a clinical setting.
- NURS 6787 Nurse Educator Role Practicum II** 0/8/2
 Prerequisite: NURS 6587; Co-requisite: NURS 6503
 This course extends the knowledge developed in the Nurse Educator Role Practicum I course. Opportunities are provided for students to evaluate educational programs planned and implemented in the previous practicum course.
- NURS 6887 Health Systems Leadership Role Practicum II** 0/8/2
 Prerequisite: NURS 6687; Co-requisite: NURS 6603
 This practicum course focuses on outcomes evaluation and builds upon the role practicum course I. Opportunities are provided for students to demonstrate analysis and synthesis of the outcome evaluation process.
- NURS 6981 Independent Study** var. 1-3
 Prerequisite: Approval of professor and department chair
 Independent study involving in-depth, individual research and study of a specific nursing problem and/or issue.
- NURS 6985 Special Topics in Nursing** var. 1-3
 Prerequisite: Approval of professor and department chair
 This course is related to a specific topic in healthcare 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** var. 1-3
 Prerequisite: NURS 6400 and NURS 6500
 This scholarly project provides an opportunity for students to address problems in health systems leadership or nursing education.
- NURS 6999 Thesis** var. 1-6
 Prerequisite: NURS 6400 and NURS 6500
 The thesis provides an opportunity for students to participate in research in order to address problems in health systems leadership or nursing education.

RURAL AND SMALL TOWN PLANNING

Department of Political Science and Planning
 Pafford 140 678-839-6504 www.westga.edu/~polisci/

Professors, S. Caress, L. Howe, R. Sanders; **Associate Professors**, G. Larkin, S. Sewell; **Assistant Professor**, S. Lee

The Master of Science degree in Rural and Small Town Planning is designed to prepare students for a planning career in rural, regional, public, and private planning agencies. Specifically, the program is structured to provide a base in

planning theory and analytical skills together with extensive preparation in the formulation and implementation of rural plans, policies, and programs.

Admission to the program is open to students with an undergraduate degree in geography, political science, sociology, planning, or a related discipline. Students entering the program must meet admission guidelines established by the Graduate School and the requirements set forth by the department. Departmental requirements include evidence of superior academic ability, and evidence of an interest in planning.

M.S. Rural and Small Town Planning students will demonstrate advanced knowledge and understanding of:

- The theoretical foundations of public planning.
- The methods and techniques of contemporary planning practice.
- The substantive knowledge base necessary to study and practice in the field of planning.

Program of Study

The Master of Science in Rural and Small Town Planning requires the completion of 36 semester hours of graduate credit. All students must take six core courses (18 hours):

Environmental Policy (POLS 5209)

Planning Seminar (PLAN 5784)

Capstone Project or Internship (PLAN 5786)

Planning Theory and Practice (PLAN 5704)

Research Methods for Public Administration (POLS 6202)

Public Policy Analysis and Evaluation (POLS 6204)

For the remaining 18 hours, students may choose graduate-level courses from Planning, Political Science, Geography, Geology, or other related disciplines.

PLANNING COURSES (PLAN)

PLAN 5701 Technology and Sustainable Economic Development

Examines economic development policy at all levels of government and the roles technology can play in promoting sustainable economic development.

PLAN 5704 Planning Theory and Practice

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

This course will acquaint students with computer-based methods that are used in the fields of political science, planning, and public administration. Same as POLS 5705.

PLAN 5784 Planning Seminar

This course will cover topics in contemporary planning through review of recent books and periodical literature. Various planning theories and the history of planning in the United States will be explored and discussed.

PLAN 5785 Topics in Planning

An in-depth analysis of specialized planning topics 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.

PLAN 5786 Capstone Project or Internship**3-6**

Prerequisite: Approval of instructor and chair

Experience working with an agency/organization in which planning knowledge can be utilized. A research paper on the internship or another planning topic approved by the student's faculty advisor is required. Offered on a pass/fail basis only.

MASTER OF MUSIC DEGREE

Department of Music

Humanities 105 678-839-6516 www.westga.edu/~musicdpt/

Professors, D. Bakos, L. Frazier, K. Hibbard (Chair); **Associate Professors,** J. Bleuel, C. Gingerich, D. Overmier; **Assistant Professors,** J. Franklin, E. Kramer, D. McCord

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 Graduate School's Regular Admission requirements, the applicant must hold a degree in music or music education (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. New and transfer students must submit a transcript of all college work to the Graduate School and be prepared to validate achievements in music.

Once an applicant has met the standards for graduate admission, he or 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.

Before enrolling beyond 9 hours of graduate credit, all persons who seek departmental admission to the Master of Music degree program must:

- A. Pass the *Music Qualifying Examination* in music history and music theory. The exam must be passed prior to registering for MUSC 6210, Music History and Literature, or MUSC 6220, Music Theory. It examines competencies in the following areas:
- Musical Styles (aural identification)
 - Music Theory
 - Music History
 - Analysis of Score Excerpts
 - Aural Skills
 - Foreign Language Translation*

**Required only of vocalists seeking the Master of Music degree in Performance. The applicant is 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 foreign-language dictionaries when taking the examination.*

A minimum score of **60%** correct response on each section of the examination is required for passage. Examinees will receive notification of their test results within one week after taking the examination. The exam is administered during the final examination period of each term and prior to each fall semester. It may be taken a **maximum of three times**.

- B. Meet minimum standards in applied music appropriate to the chosen major area of study as determined by an *Applied Performance Evaluation*. Minimum standards are evaluated using the following methods:
- **Performance majors** perform a 20-30-minute entrance recital for the faculty either prior to the first term of enrollment or no later than the end of the first term of applied music study.
 - **Music Education majors** show the ability to perform at the graduate level either prior to the first term of enrollment or no later than in the jury held at the end of the first term of applied music study.

Graduate Advising

Because the *Music Qualifying Examination* and the *Applied Performance Evaluation* are used to determine readiness for graduate study in music and to advise an appropriate plan of study, applicants are strongly urged to complete school and departmental admission requirements prior to taking the first course in graduate music studies.

Proposed Plan of Study

After being admitted to the Master of Music degree program, the student must schedule an advisory conference with the department chair and complete a proposed plan of study. This plan of study officially documents and notifies the student of his or her degree major and the emphasis that he or she wishes to pursue.

Learning Outcomes

The learning outcomes for all programs can be viewed at the Web site www.westga.edu/~musicdpt/effectiveness.htm.

MASTER OF MUSIC DEGREE**Major in Music Education**

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
MUSC 6600 Principal Applied	2
MUSC 5850 Applied Conducting or 6610 Secondary Applied	2
MUSC 5700 Wind Ensemble, MUSC 5710 Symphony Band,	
MUSC 5720 Marching Band, MUSC 5740 Chamber Winds,	
MUSC 5750 Concert Choir, MUSC 5760 Chamber Singers,	
MUSC 5770 Opera Workshop or 5800 Small Ensemble	2
Electives in Supportive Graduate Courses:	12
Electives must be approved by the advisor. Electives include studies in music history/literature, music theory, analysis, composition, music technology, music education, education, performance, pedagogy, thesis, and recital. Up to nine credit hours may be taken in MUSC 6999 Thesis in Music.	
Total	36

Major in Performance

MUSC 6083 Research Methods and Materials	3
MUSC 6210 Music History and Literature	3
MUSC 6220 Music Theory	3
MUSC 6600 Principal Applied	9
MUSC 5850 Applied Conducting or 6610 Secondary Applied	1
MUSC 5700 Wind Ensemble, MUSC 5710 Symphony Band,	
MUSC 5720 Marching Band, MUSC 5740 Chamber Winds,	
MUSC 5750 Concert Choir, MUSC 5760 Chamber Singers,	
MUSC 5770 Opera Workshop or 5800 Small Ensemble	2
MUSC 6800 Graduate Recital	3
Electives in Supportive Graduate Music Courses:	12
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 MUSC 6999 Thesis in Music.	
Total	36

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 normally scheduled during applied juries in the semester prior to the performance. The student is 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 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 for performance majors must be in the principal-applied area.

Approved Electives

All Master of Music degree programs require 12 hours of 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.

The Faculty Committee and Admission to Candidacy

The graduate music student must apply for admission to candidacy one semester prior to the proposed graduation semester. Before the student applies for admission to candidacy, 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.

Upon establishing the graduate faculty committee, the student must complete an Application for Admission to Candidacy to be forwarded to the Dean of the Graduate School for approval. Each of these forms are available in the Department of Music office or the Graduate School.

Comprehensive Final Examination

A comprehensive final examination is administered during the semester of graduation to all candidates seeking a Master of Music degree. In the Department of Music, the examination takes the form of a one-hour discussion between the candidate and the student's graduate faculty committee to help determine the student's ability to synthesize the knowledge gained through graduate study.

The student is responsible for contacting the members of his or her faculty committee to schedule the examination. No later than one semester prior to the examination, the student must request examination questions from each member

of his or her committee.

Candidates for the Master of Music in Music Education must prepare a written report based on these questions. A copy of this report must be given to each member of the faculty committee at least one week prior to the examination.

Candidates for the Master of Music in Performance are not required to prepare a written report as part of their comprehensive final examination; rather, selections performed on the student's graduate recital serve as a basis for answering general and specific questions relating to historical, theoretical, stylistic, and pedagogical areas of concern.

Thesis Option

Students in the Master of Music program who plan to pursue additional graduate study are strongly urged 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.

Application for Graduation

The student must apply for graduation one semester prior to the graduating semester. Students are urged to consult *The Scoop* for all University deadlines.

Graduate Assistantships

Graduate Assistantships and Graduate Research Assistantships in Music are available on a competitive basis to qualified graduate students. In the College of Arts and Sciences, 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.

MUSIC COURSES (MUSC)

(All courses carry three hours credit unless otherwise noted.)

MUSC 5150 Vocal Pedagogy and Literature

Prerequisite: Vocal proficiency

The study of the methodology of teaching voice and a survey of standard vocal literature.

MUSC 5160 Instrumental Pedagogy and Literature

Prerequisite: Proficiency on a non-keyboard instrument

The study of instrumental teaching methods and materials and a survey of standard literature for non-keyboard instruments.

MUSC 5171 Keyboard Literature before 1825 **2**

Prerequisite: Permission of the instructor

A survey of standard keyboard literature before 1825.

MUSC 5172 Keyboard Literature after 1825 **2**

Prerequisite: Permission of the instructor

A survey of standard keyboard literature after 1825.

MUSC 5175 Collaborative Keyboard Skills I **1/2/1**

Prerequisite: Piano proficiency or permission of the instructor

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**

Prerequisite: Piano proficiency or permission of the instructor

The study of ensemble techniques, score preparation, rehearsal skills, coaching techniques, and performance strategies for performing standard instrumental literature. Sight reading will be emphasized and students participate in an on-campus accompanying practicum. Graduate students meet additional research and/or performance requirements.

MUSC 5181 Piano Pedagogy I **2**

Prerequisite: Piano proficiency or permission of the instructor

An introduction to the basic materials and pedagogical strategies for teaching private and class, early and mid elementary piano students. Pedagogy students will participate in a supervised teaching practicum. Graduate students meet additional research and/or teaching portfolio requirements.

MUSC 5182 Piano Pedagogy II **2**

Prerequisite: MUSC 5181 or permission of the instructor

This is a continuation of Pedagogy I with a special focus on the late elementary student and group teaching. Pedagogy students will participate in several supervised teaching situations. Graduate students meet additional research and/or teaching portfolio requirements.

MUSC 5183 Piano Pedagogy III **2/1/2**

Prerequisite: MUSC 5182 or permission of the instructor

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. Students will participate in a teaching practicum. Graduate students meet additional research and/or teaching portfolio requirements.

MUSC 5184 Piano Pedagogy IV

2/1/2

Prerequisite: MUSC 5183 or permission of the instructor

This is a continuation of Pedagogy III, teaching of the intermediate and early advanced student, but this course will focus on authentic performance practice style for standard Romantic and Modern repertoire. Students will participate in a teaching practicum. Graduate students meet additional research and/or teaching portfolio requirements.

MUSC 5240 Form and Analysis

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

Prerequisite: Ability to read musical scores

The history and styles of jazz from its origins to fusion.

MUSC 5311 Applied Jazz Composition and Arranging

var. 1-2

Prerequisite: Permission of the instructor.

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

var. 1-2

Prerequisite: Permission of the instructor

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

Prerequisite: Permission of the instructor

Analysis and writing in the contrapuntal styles of the sixteenth through the eighteenth centuries. Students complete counterpoint projects by using traditional methods and by using the tools of music technology.

MUSC 5410 Applied Composition

var. 1-2

Prerequisite: Permission of the instructor

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

Prerequisite: Permission of the instructor

Principles, problems, and techniques of accompanying music for opera, theatre, and the concert stage.

- MUSC 5700 Wind Ensemble** 1
Prerequisite: Technical proficiency on a wind or percussion instrument.
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** 1
Prerequisite: Technical proficiency on a wind or percussion instrument
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** 1
Prerequisite: Technical proficiency on a band instrument or in an auxiliary performance area
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. Pre-season band camp required. Open to music-major and non-music-major students.
- MUSC 5730 Jazz Ensemble** 1
Prerequisite: Technical proficiency on an appropriate instrument
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** 1
Prerequisite: Technical proficiency on an orchestra wind or percussion instrument
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 sometimes off-campus performances. Open by audition to music-major and non-music-major students.
- MUSC 5750 Concert Choir** 1
Prerequisite: Vocal proficiency
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** 1
Prerequisite: Vocal proficiency
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**1**

Prerequisite: Vocal proficiency

The study and 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-Q Small Ensemble**1**

A Keyboard Ens., B Collegium Musicum, C Guitar Ens., D Flute Choir, E Clarinet Choir, F Saxophone Choir, G Woodwind Ens., I Horn Choir, J Trumpet Choir, K Trombone Choir, L Tuba/Euphonium Ens., M Brass Ens., N Percussion Ens., O Jazz Combo, P Basketball Band

Prerequisite: Technical proficiency in an applied performance area

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 5850 Applied Conducting**var. 1-2**

Prerequisite: Permission of the instructor

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**

A study of principles and practices of 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**var. 1-3**

Prerequisite: Permission of department chair and instructor

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**var. 1-3**

Prerequisite: Permission of department chair and instructor

A special topic course offering. Title and description of topic to be specified at time of offering.

MUSC 6083 Research Methods and Materials

Prerequisite: Graduate standing in Music

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 explore their professional interests and goals. Includes a research project component.

MUSC 6110 History and Philosophy of Music Education

Prerequisite: Graduate standing in Music and MUSC 6083 Research Methods and Materials

Philosophical and historical foundations of music education with concentration on trends, influences, developments, personalities, and materials in school music teaching in America.

MUSC 6120 Factors of Musical Learning

Prerequisite: Graduate standing in Music and MUSC 6083 Research Methods and Materials

Philosophies, theories, principles, and concepts of learning and their implications for the teaching and learning processes in music education. The basic orientations of Associationist and Field theories will be investigated, and the current status of learning theory applied to music education will be evaluated. Specific theories are those by Skinner, Piaget, Bruner, Gagne, Ausubel, Maslow, Rogers, and Gardner, the Gestalt Theory, and applications by Bruner, Gordon, and Mursell.

MUSC 6184 Seminar in Music Education

Prerequisite: Graduate standing in Music and MUSC 6083 Research Methods and Materials

Focus on important and timely topic in music education. May be repeated with a change of subject matter.

MUSC 6210 Music History and Literature

Prerequisite: Graduate standing in Music and successful completion of the Music Qualifying Examination

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

Prerequisite: Graduate standing in Music and successful completion of the Music Qualifying Examination

In-depth study of musical elements (i.e., 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-Q Principal Applied var. 1-3

A Piano, B Organ, C Voice, D Strings, E Guitar, F Flute, G Oboe, I Clarinet, J Bassoon, K Saxophone, L Horn, M Trumpet, N Trombone, O Euphonium, P Tuba, and Q Percussion

Prerequisite: Admission to the Master of Music degree program or consent of the department chair and instructor

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. An applied music fee is charged per credit hour enrolled.

MUSC 6610A-Q Secondary Applied var. 1-3

A Piano, B Organ, C Voice, D Strings, E Guitar, F Flute, G Oboe, I Clarinet, J Bassoon, K Saxophone, L Horn, M Trumpet, N Trombone, O Euphonium, P Tuba, and Q Percussion

Prerequisite: Admission to the Master of Music degree program or consent of the department chair and instructor

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 music fee is charged per credit hour enrolled.

MUSC 6800 Graduate Recital 3

Prerequisite: Passing the degree-recital hearing and permission of the principal applied instructor

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 performed before a public audience.

MUSC 6982 Directed Readings var. 1-3

Prerequisite: Graduate standing and/or permission of department chair and instructor

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 var. 1-3

Prerequisite: Graduate standing and/or permission of department chair and instructor

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 var. 3-9

Prerequisite: Graduate standing in music or music education and admission to candidacy

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 formal 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.



Carol Gingrich teaches in her studio.

MASTER OF PUBLIC ADMINISTRATION DEGREE

Department of Political Science and Planning

Pafford 140

678-839-6504

www.westga.edu/~polisci/mpa

Professors, S. Caress, L. Howe, R. Sanders; **Associate Professors**, G. Larkin, S. Sewell; **Assistant Professor**, S. Lee

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

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, the student's undergraduate record, and letters of recommendation. When appropriate, an oral interview may be required.

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 in the Professional Seminar, the program is a non-thesis program. There is no foreign language requirement. 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:

1. **The Professional Core** (21 hours): All students must complete the professional core. The courses in the core are: POLS 6200, Public Budgeting; POLS 6201, Theory of Public Administration; POLS 6202, Research Methods for Public Administration; POLS 6203, Theories of Public Organization; POLS 6204, Public Policy Analysis and Evaluation; POLS 6205, Administrative Law and Procedures; POLS 6206, Public Personnel Administration.
2. **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. Gener-

ally, electives should form a coherent whole. Examples of track emphasis include planning, management, and particular areas of public policy.

3. **The Professional Seminar - POLS 6286** (3 hours): This seminar normally will be taken at the completion of the students' degree program. For those not employed in the public service, it will include a three-month internship in a government agency. A research paper on the internship or on the agency of employment for the in-service student will be required. 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 will evaluate linkages between the internship or work experience, classroom experiences, and public administration literature. An oral defense of the paper before each student's committee is required.

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 with a GPA of 2.5 or above. Any bachelor's degree meets the requirements for admission. Prospective students must complete a Graduate School application form and submit it along with an official college transcript prior to being accepted into the GCPM. Students seeking admission to the GCPM register as non-degree seeking. 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 receive no less than a 3.0 GPA.

All courses for the GCPM are offered regularly and can be taken in any order. Courses are offered in Carrollton and Newnan at night and on the 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) 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.

POLITICAL SCIENCE COURSES (POLS)

POLS 5101 Legislative Process

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 are made.

POLS 5102 The Presidency

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

This course examines the nature and development of public opinion in America and the interaction between public opinion and government. The influence of public opinion on government institutions and public policy formulation in America and the impact of government upon citizens' attitudes and opinions are explored.

POLS 5200 Principles of Public Administration

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

An examination of the interactions between various levels of government, nonprofit, and private organizations in the federal system.

POLS 5204 Public Finance

A study of the equity and economic effects of government spending programs, taxes, and debt. The course is primarily applied microeconomics. Same as ECON 4440.

POLS 5207 Technology Policy

This course 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

This course examines the health policy process 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

This course will emphasize the national and state policy-making process, focusing on the dynamics of pluralist change, policy implementation, and current environmental status.

POLS 5210 Modern Public Management

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

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

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

This course is an introduction to comparative public administration and 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 several countries, which include both advanced industrial countries and developing nations, and it addresses policy areas ranging from social welfare to environmental politics.

POLS 5214 Urban Politics

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 systems 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 5301 Constitutional Law I

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

Study of the application and interpretation of constitutional protections by the American courts.

POLS 5501 International Law

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 examines 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

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 the environment.

POLS 5503 International Organization

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 5601 Ancient and Medieval Political Thought

A critical reading of selected works by major ancient and medieval western political thinkers, e.g., Sophocles, Thucydides, Plato, Aristotle, Augustine, Aquinas, and Machiavelli.

POLS 5602 Modern Political Thought

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, Engel, and Nietzsche, exploring issues like freedom, family, community, order, and the modern state.

POLS 5603 American Political Thought

A critical reading of selected essays, speeches, and literary works from America's great and unique political traditions. The course will focus on various major themes, such as commerce, freedom, justice, race, democracy, representation, community, or family life.

POLS 5701 Technology and Sustainable Economic Development

Examines economic development policy at all levels of government and the roles technology can play in promoting sustainable economic development.

POLS 5705 Computers in Politics, Planning, and Management

This course will acquaint students with computer-based methods that are used in the fields of political science, planning, and public administration. Same as PLAN 5705.

POLS 5985 Problems in Politics

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

Public Budgeting is 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 governmental budget setting. Through in-class group assignments, each student will learn to construct budgets using economic data, write policy statements, and demonstrate an understanding of capital budgeting, cash, and accounting principles.

POLS 6201 Theory of Public Administration

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 experience versus democratic accountability, authority and culpability, and the relation between bureaucratic knowledge and the power it fosters.

POLS 6202 Research Methods for Public Administration

Research techniques and computer applications relevant to public and non-profit agencies. The design, data collection, and analysis components of the research process are emphasized.

POLS 6203 Theories of Public Organization

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 Evaluation

Concepts, techniques of analysis, and evaluation methods for the design and assessment of public policy programs.

POLS 6205 Administrative Law and Procedures

A study, by way of cases and controversies, of the constitutional, legal, and administrative principles, which regulate the actions of public servants. The course examines cases from both federal and state administrative experience.

POLS 6206 Public Personnel Administration

An examination of the processes, policies, and laws pertaining to public personnel. An analysis of issues concerning personnel administrators including employee protection, motivation, and efficiency.

POLS 6208 Scope of Public Policy

An in-depth analysis of policy issues and the decision processes leading to the formulation of government policy. This course provides an examination of the effects of public policy on society as well as social factors that influence the creation and implementation of policy. Credit will not be given to undergraduates who have successfully completed POLS 3201 (Public Policy).

POLS 6209 Management of Nonprofit Organizations

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 objective 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 6210 Politics of Government Change

Seminar examines the theoretical and practical implications of a new public management model frequently called "reinventing government." The course is designed to create an understanding of how "reinventing government" principles can be used to analyze and address management problems in large scale organizations.

POLS 6283 Continuing Research**1**

Prerequisite: Permission of Department Chair

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. Repeatable to a maximum of 3 hours.

POLS 6285 Special Topics in Public Policy

Specific titles announced in class schedules and entered on transcripts. Course may be repeated as topics change.

POLS 6290 Practicum/Assessment Center**0/0/3**

Prerequisite: Approval of MPA Director and completion of all other certificate courses

Students gain practical knowledge and skills in a program of policy and administration by applying the latest and most effective theory and practice to real-world problems. Students identify and offer alternate approaches to meet the needs of a service, community, or public organization.

POLS 6286 Professional Seminar**0/0/3**

This course will be taken at the completion of the student's degree program. Students not employed in the public service will complete a three-month internship in a governmental agency under the joint supervision of the agency supervisor and a faculty advisor. A research paper on the internship or agency of employment for the in-service student will be required. It will analyze an actual problem which confronts the agency, describe the problem-solving and decision-making process involved in the solution, and evaluate the supportive evidence for the decision made. Finally, the paper will evaluate linkages between the internship or work experience, classroom materials, and public administration literature. An oral defense of this paper before each student's committee is required. In-service students will receive three hours of credit. Pre-service students may receive either three or six hours.

POLS 6981 Directed Reading in Political Science**1-3**

In-depth, individualized research on specific political problems and issues using recent, up-to-date public administration research work and journal articles.



Dr. Jonathan Anderson, Associate Dean, Richards College of Business, lectures students in one of his Management classes.

RICHARDS COLLEGE OF BUSINESS

Faye S. McIntyre, Dean

678-839-6467

www.westga.edu/~busn/mba.html

MISSION STATEMENT

www.westga.edu/~busn/SP.pdf

The mission of the Richards College of Business is to educate and prepare students for positions of responsibility and ethical leadership in society.

The RCOB provides quality business and professional education in a personal environment, built upon a common body of knowledge, and prepares students primarily from the West Georgia and Atlanta areas for positions of responsibility and ethical leadership in organizations by:

- Admitting quality local, regional, national, and international students and providing them with an educational experience that will prepare them to achieve future career excellence.
- Providing students with dynamic and up-to-date bachelor and master level curricula that are supported by an innovative technological base.
- Providing a solid business foundation for our students to compete successfully in a work environment, engage in lifelong learning opportunities, and apply high standards of ethical conduct.
- Recruiting high quality faculty and staff and providing them with sufficient resources to support excellence in teaching, primarily applied and pedagogical research, and service.
- Building internal and external partnerships that will create value for all parties.

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 Richards College of Business at West Georgia provides students a high-quality business education at both undergraduate and graduate levels. Graduates aim to secure entry level managerial/professional employment, advance in their current employment or continue graduate studies.

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.

Professors, R. Best, B. Bird, D. Boldt, J. Burton, J. Colley, S. Dutt, J. Eastman, C. Haynes, J. Haynes, C. Hodges, D. Hovey, J. Johnson, W. Lankford, H. McCraw, K. Moffeit, A. North, W. Schaniel, C. Swift, S. Talpade, J. Yang, J. Yoder, M. Zachary; **Associate Professors**, J. Anderson, T. Gainey, S. Hazari, M. Kassis, F. Parsa, R. Pearce, D. Turner, D. Webb; **Assistant Professor**, S. Gupta, J. Murphy, J. Peralta, B. Prince, W. Smith, Y. Wei; **Instructor**, E. Fair, M. Halonen-Rollins, T. Meyers, B. Price

MASTER OF BUSINESS ADMINISTRATION DEGREE

Richards College of Business – Adamson Hall
www.westga.edu/~busn/mba.htm
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.
- Work effectively with others and lead in organizational situations.
- Identify how globalization affects organizations and their environment.
- Recognize the importance of ethical decision making.
- Use technology effectively.
- Integrate analytical and problem solving skills with concepts and theories from all functional areas of business.

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 the University of West Georgia at Newnan campus as well as online through the Georgia WebMBA®. Students may enroll in the MBA program full time by taking evening courses at the Carrollton or Newnan campuses. For fees see page 42.

Admissions Criteria

In all cases final admission decisions will be made by the Richards College of Business Graduate Admissions Committee. Applicants who hold an undergradu-

ate degree from an accredited institution and meet the following criteria will be considered for admission.

- Attain a score of 950 points based on the formula: (undergraduate GPA (on a 4.0 scale) x 200) + the student's 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 student's GMAT score; and a 3.0 or higher on the analytical writing section of the GMAT; OR,
- In rare cases, applicants with substantial management experience (in rank and tenure) and a strong academic background may be granted a GMAT Waiver by the MBA Program Director. 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 Graduate School.

Degree Requirements

Prior to enrolling in graduate courses, 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 coursework (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 and a competency exam in the subject area. A student must demonstrate competency in the following business content areas.

Content Areas

Financial Accounting (ACCT 2101)
 Managerial Accounting (ACCT 2102)
 Legal and Ethical Environment of Business (BUSA 2106)
 Economics (ECON 2105 or ECON 2106)
 Statistics for Business and Economics (ECON 3402)
 Corporate Finance (FINC 3511)

Graduate Coursework (30 or 33 credit hours)

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30-33 graduate credit hours outlined below. A student must also demonstrate an understanding of the content covered in the graduate coursework by completing a comprehensive exam that is incorporated into the capstone course, MGNT 6681: Global, Ethical, and Strategic Management.

Required Graduate Courses (18 or 21 credit hours)

BUSA 5100 Introduction to Business Processes (required of all students without the equivalent of a BBA)
 ACCT 6232 Managerial Accounting
 ECON 6450 Managerial Economics
 FINC 6532 Finance
 MGNT 6670 Organizational Theory and Behavior
 MGNT 6681 Strategic, Ethical, and Global Management
 MKTG 6815 Marketing Strategy

Elective Courses (12 credit hours)

Working with the MBA Program Director, MBA students develop a four course area of elective study. All elective courses must be on the 5000 level or higher. Two elective courses must be taken in the Richards College of Business at the 6000 level or higher.

THE GEORGIA WebMBA®

Richards College of Business – Adamson Hall

www.westga.edu/~busn/webmba.html

678-839-6467

The Georgia WebMBA® offers professionals the opportunity to earn an accredited online MBA degree. As one of the five collaborating institutions, the University of West Georgia admits students into this program each year. 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 and preparatory coursework for the Georgia WebMBA® are the same as those for the traditional program offered at the Carrollton and Newnan campuses with additional requirements of two years professional work experience and a management/marketing preparatory course. 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

Required Graduate Coursework

WMBA 1000	Web MBA Orientation (two-day orientation required of all students)
WMBA 6000	Human Behavior in Organizations
WMBA 6010	Managerial Accounting
WMBA 6020	Managerial Communications
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 6080	Management Information Systems
WMBA 6110	Business Strategy (Capstone)

MASTER OF PROFESSIONAL ACCOUNTING (MPAcc)

RCOB 007
678-839-6469

www.westga.edu/~accfin/mpacc.htm

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 less familiarity with financial complexities or little time to delve into tremendous detail.

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 arrangements. This education must also develop the written and oral skills that proficient communication demands.

Learning goals for the MPAcc program may be accessed at www.westga.edu/~accfin/po.htm

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 aims to attract students with liberal arts degrees, and women and minority candidates are especially encouraged to apply.

The MPAcc program at West Georgia is separately accredited by the Association to Advance Collegiate Schools of Business International. For fees see page 42.

Admission Requirements

Admission requires an undergraduate GPA of at least 2.5 on a 4.0 scale, a GMAT score of 450 or higher with an Analytical Writing score of 3.0 or higher and

a supplied transcript of all undergraduate courses. The GMAT will be waived for students who have an undergraduate accounting degree from an AACSB-accredited institution and an overall GPA of 3.2 or higher.

Alternatively, the upper-division GPA may be applied provided the above conditions are satisfied (a GMAT of 450 or higher with an Analytical Writing score of 3.0 or higher, and a transcript of all undergraduate courses is supplied) and the upper division GPA is at least 2.5 (on a 4.0 scale) and the applicant has at least 1,000 points based on this formula: $200 \times \text{the upper-division GPA} + \text{the GMAT score}$.

International students must submit a minimum score of 550 paper-based, 213 computer-based, or 79-80 internet-based on TOEFL.

Course Requirements

To obtain a Master of Professional Accounting, a student with a degree in accounting from West Georgia or an equivalent program must complete ten (10) courses (30 semester hours) beyond the foundation and basic accounting courses. Included are advanced-level courses in financial and managerial accounting, auditing, nonprofit accounting, and federal taxation, as well as courses in finance, management, economics, and executive communications.

The program is intended for those students with undergraduate degrees in accounting and those 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 College of Business Graduate Admissions Committee will evaluate transcripts of previous academic work to determine the number, if any, of these courses that will be required. The maximum number of courses required by this program of study is twenty-eight (28) and would apply primarily to non-business candidates.

A. Foundation (Common body of knowledge)

ACCT 2101	Financial Accounting
ACCT 2102	Managerial Accounting
ECON 2105	Macroeconomics or 2106 Microeconomics
ECON 3402	Statistics for Business and Economics
FINC 3511	Corporate Finance
BUSA 2106	Legal Environment of Business
BUSA 5100*	Readings in Business Administration

*BUSA 5100 will only be required if students have not taken one or more of the following: CISM 3330, MGNT 3600, and MKTG 3803. This will be a readings/exams course administered by the MBA Director. The focus will be to introduce the content covered in CISM 3330, MGNT 3600, and MKTG 3803. Curriculum development will be based on input from current instructors of these courses. This course will be offered each semester for incoming students who do not have the equivalent of a BBA.

Alternate Delivery:

As an alternative to taking undergraduate courses, students can complete modules, including one in each of the foundation courses content areas above. Students will complete these modules through independent study. This will be offered each semester for entering MPAcc students who have not completed the foundation courses.

B. Basic Accounting (seven courses)

- ACCT 3212 - Financial Reporting I
- ACCT 3213 - Financial Reporting II
- ACCT 3214 - Financial Reporting III
- ACCT 3232/4202 - Managerial Accounting/Accounting for Decision Making
- ACCT 3251 - Income Tax Accounting for Individuals
- ACCT 4241 - Accounting Information Systems
- ACCT 4261 - Auditing

C. MPAcc (ten courses)

- ABED 6100 - Managerial Communications
- ACCT 5242 - Strategic Information Systems and Risk Management
- ACCT 6216 - Seminar in Financial Reporting
- ACCT 6233 - Seminar in Strategic Cost Management
- ACCT 6253 - Seminar in Tax Accounting
- ACCT 6263 - Seminar in Assurance Services
- ACCT 6264 - Nonprofit Accounting and Auditing
- CISM 6331 - Strategic Management of Information Technology
- FINC 6521/ECON 6461 - International Finance
- FINC 6532 - Advanced Financial Management

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.

ACCOUNTING COURSES (ACCT)

(All courses carry three hours credit unless otherwise noted.)

ACCT 5242 Strategic Information Systems and Risk Management

Prerequisite: ACCT 4241

A study of the identification and modeling of business processes, identification of business and information risk exposures and the development of appropriate control strategies, and analysis and design of information systems for business processes.

ACCT 6216 Seminar in Financial Reporting

Prerequisite: ACCT 3214

In-depth analysis of and research on current topics in accounting including 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

Prerequisite: ACCT 2102 or equivalent

An analysis of accounting information and other data as aids to management in choosing possible courses of action. Not open to MPAcc students or students with an undergraduate degree in Accounting.

ACCT 6233 Seminar in Strategic Cost Management

Prerequisite: ACCT 3232 or 6232

Designed for the student with past exposure to cost accounting concepts and applications. The course emphasizes research of the current topics affecting the information-providing function of the managerial accounting process. Ethical issues are emphasized.

ACCT 6253 Seminar in Tax Accounting

Prerequisite: ACCT 3251

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 Assurance Services

Prerequisite: ACCT 4261

Advanced problems and research in the application of auditing standards, internal control evaluations, applications of statistics, audits of EDP systems, and auditor's ethical, legal, and reporting obligations.

ACCT 6264 Nonprofit Accounting and Auditing

Prerequisite: ACCT 4261

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

Prerequisite: completion of all MPAcc requirements

In-depth, supervised, individual study of one or more current problems of the accounting profession.

ACCT 6286 Internship

var. 1-3

Practical accounting internship experience with a commercial firm or organization for selected students.

BUSINESS COURSES (BUSA)

BUSA 5100 Introduction to Business Processes

2-12/0/2-12

Prerequisite: Permission of the MBA or MPAcc Director

A variable credit course consisting of modules in the areas of financial accounting, managerial accounting, finance, statistics, economics, and business law. Successful completion of these modules are one avenue to complete the preparatory courses for the MBA or MPAcc program.

MANAGEMENT INFORMATION SYSTEMS COURSES (CISM)**CISM 5330 Telecommunications Management**

Prerequisite: CISM 3330 or equivalent

An introduction to the concepts and practices of managing business telecommunications resources. This course examines the constituencies of telecommunications from three different perspectives: the client, the designer, and the implementer. The focus of the course surrounds the role of the designer. This role involves determining telecommunications requirements from the client and translating these requirements to the implementer.

CISM 6331 Strategic Management of Information Technology

Prerequisite: CISM 3330 or equivalent

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.

ECONOMICS COURSES (ECON)

(All courses carry three hours credit unless otherwise noted.)

ECON 5440 Public Finance

Prerequisite: ECON 2105, 2106 or consent of department chair

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 6400 Survey of Economics for Teachers

A course designed especially to broaden the student's understanding of his or her economic environment, and to pose important controversial problems of public policy to which they can apply and refine the tools of economic analysis. Not open for credit to MBA students.

ECON 6410 Consumer Economics for Teachers

Emphasis is placed on basic and useful information needed for effective personal spending, saving, and budgeting. Not open to MBA students.

ECON 6420 Current Economic Issues

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 Cycles and Forecasting

Prerequisite: ECON 2105, 2106, 3402 or consent of department chair

The analysis of current and prospective levels of national income and the impact on the firm's volume of business and its ability to operate profitably. Special emphasis is given to measuring economic fluctuations and forecasting the level of economic activity.

ECON 6450 Managerial Economics

Prerequisite: ECON 2105, 2106, 3402, MATH 1413 or consent of department chair

The manager's role in the efficient allocation of resources in our society will be emphasized. The application of several decision-making tools to empirical situations will be stressed. This course assumes that the student has a basic knowledge of statistics and calculus.

ECON 6461 International Finance

Prerequisite: ECON 2105, 2106, FINC 3511 or consent of department chair

Topics may include foreign exchange market, exchange rates, balance of payments analysis and adjustment process, financing institutions, monetary relations and reform, gold, the dollar, devaluation, and SDRs. Same as FINC 6521.

ECON 6481 Independent Study in Economics**var. 1-6**

Prerequisite: Consent of department chair and instructor

Directed program of independent study of specific research topics.

ECON 6485 Special Topics in Economics

Prerequisite: ECON 2105, 2106 or consent of department chair

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 hours of credit.

FINANCE COURSES (FINC)

(All courses carry three hours credit unless otherwise noted.)

FINC 5571 Derivative Markets

Prerequisite: FINC 3511 or equivalent

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

Prerequisite: FINC 3511 or equivalent

Topics include foreign exchange market, exchange rates, balance of payments analysis and adjustment process, financing of institutions, monetary relations and reform, gold, the dollar, devaluation, and SDRs. Cross listed with ECON 6461.

FINC 6532 Finance

Prerequisite: FINC 3511 or equivalent

A study of the major financial tools and techniques through problem solving and case studies.

FINC 6542 Investment Analysis and Portfolio Management

Prerequisite: FINC 3511 or equivalent

Study of securities markets and security analysis for portfolio planning.

FINC 6561 International Management of Financial Institutions

Prerequisite: FINC 3511 or equivalent

Designed as a study of the financial management of financial institutions with emphasis on international aspects.

FINC 6585 Special Problems in Finance var. 1-3
 Prerequisite: Completion of the MBA core
 In-depth, supervised, individual study of one or more current problems of the finance profession.

FINC 6586 Internship var. 1-3
 Practical finance internship experience with a commercial firm or organization for selected students.

MANAGEMENT COURSES (MGNT)

(All courses carry three hours credit.)

MGNT 5620 Seminar in Human Resource Management
 Prerequisite: MGNT 3600 or equivalent
 A study of the planning, acquisition, and administration of Human Resources in organizations. Includes case studies and applications of problem-solving techniques.

MGNT 5625 International Management
 Prerequisite: MGNT 3600 or equivalent
 This course examines international operations of American firms, impact of international competition in the domestic market, organization for international production, marketing, financing, international markets, resources, institutions, and managerial problems arising out of governmental relations.

MGNT 5626 Women and Work
 A course designed to familiarize students with the history of women and work, the present role of women in the workplace, the current issues affecting working women, and to develop in students the skills and strategies for dealing with issues related to women and work. Same as SOCI 5103.

MGNT 5630 Dispute Resolution in Contemporary Organizations
 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 to conflict resolution, and traditional and alternative dispute resolution methods.

MGNT 5681 Compensation Management
 Prerequisite: Consent of MBA Coordinator
 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/Operations Management
 Fundamentals with Quantitative Applications**
 Prerequisite: MATH 1413 or equivalent
 An examination of the qualitative and quantitative fundamentals of production and operations management, which provides a foundation for application of quantitative techniques.

MGNT 6611 Business and Society

A study of the relationship between business and society including the role of social responsibility and responsiveness in determining corporate objectives, analysis of business and societal issues in varying arenas, and development of managerial skills in dealing with these issues.

MGNT 6670 Organizational Theory and Behavior

Prerequisite: MGNT 3600 or equivalent

A managerial examination of the behavioral and structural factors affecting performance of organizations including study of fundamentals, individual and group concerns, and organizational processes with emphasis on current issues.

MGNT 6672 Theory and Philosophy of Management

Prerequisite: MGNT 3600 or equivalent

An examination of the practice of management—past, present, and future—with emphasis on contemporary challenges.

MGNT 6681 Strategic, Ethical, and Global Management

Prerequisites: MKTG 6815, FINC 6532, all preparation courses and within 15 hours of graduation.

A study of the total enterprise at the executive level through applying a set of decisions and actions that result in the formulation and implementation of strategies that achieve the mission and goals of the enterprise with special consideration of the effects of globalization, ethics, and corporate accountability.

MGNT 6683 Research in Business

An overview of the research process—selecting and defining problems, building research designs, developing sources of information, data-gathering techniques, and writing various forms of reports.

MGNT 6685 Special Problems in Business

Prerequisite: Consent of department chair, the instructor, and completion of MBA core.

In-depth, supervised, individual study of one or more current business problems in a business organization.

MARKETING COURSES (MKTG)

(All courses carry three hours credit.)

MKTG 5805 Sales Management

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

Prerequisite: MKTG 3803 or permission of department chair

Designed 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 5864 Consumer Behavior

Prerequisite: MKTG 3803 or equivalent or permission of department chair
A comprehensive analysis of the factors in human behavior which influence the choice and the use of products and services.

MKTG 5866 International Marketing

Prerequisite: MKTG 3803 or equivalent or permission of department chair
The focus of this course will be on the new international trade agreements, treaties, organizations, and on adapting marketing strategy that is based upon this information.

MKTG 6815 Marketing Strategy

Prerequisite: MKTG 3803 or equivalent
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 are the integrative elements of the course.

MKTG 6820 International Business Strategy

Prerequisite: All MBA preparatory courses
This 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.

MKTG 6860 Advanced Marketing Research

Prerequisite: MKTG 3803 and MKTG 5808 or equivalent
Advanced topics in marketing research, including design and analytic methods.

MKTG 6881 Independent Study in Marketing

In-depth, supervised, individual study of one or more current marketing problems of business organizations.

REAL ESTATE (RELE)

(All course carry three hours credit.)

RELE 5701 Real Estate Practices

The basics of the real estate business, including ownership, brokerage, appraising, investment, financing, property management, and development.

RELE 5705 Real Estate Investment

Prerequisite: RELE 3705 or RELE 4701 or FINC 3511
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

Prerequisite: RELE 5705 or permission of the department Chair

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 in Real Estate

Prerequisite: RELE 3705

In-depth, supervised, individual study of one or more current real estate problems of a business organization.

RELE 5785 Special Topics in Real Estate

The study of selected contemporary marketing topics of interest to faculty and students.

RELE 5786 Real Estate Internship

Prerequisite: RELE 3705

Practical real estate related experience with a previously approved business firm.

BUSINESS EDUCATION

(see page 209)



COLLEGE OF EDUCATION

“DEVELOPING EDUCATORS FOR SCHOOL IMPROVEMENT”

Kim K. Metcalf, Dean

678-839-6570

coe.westga.edu/

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative, student-focused learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. The College envisions itself as a student-focused educational community recognized for excellence in the comprehensive preparation of professionals who can positively impact school improvement.

All graduate teacher certification programs are accredited by the National Council for Accreditation of Teacher Education and the Georgia Professional Standards Commission. The College of Education at University of West Georgia has one of the largest graduate teacher education programs in Georgia.

Educational professionals attend University of West Georgia to enhance their content and pedagogical knowledge. These experienced teachers seek professional growth and development and advanced certifications to broaden their knowledge and to expand their instructional capabilities.

The College of Education requires the use of APA style in all of its graduate courses.

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 administration and supervision, art education, business education (working with the College of Business), early childhood, guidance and counseling (community and school counseling options), physical education, media, middle grades, reading, English, French, mathematics, science, social science, Spanish, inter-related special education, and speech-language pathology.

Most majors consist of a minimum of 36 semester hours of course work. Majors in Guidance and Counseling (school and community counseling) require 48 hours. These programs are approved for Level-5 certification by the Georgia Professional Standards Commission. The community counseling

emphasis in Guidance and Counseling is designed to meet academic requirements for licensing in professional counseling (LPC).

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

The student must have earned a minimum 2.5 undergraduate grade point average calculated on all work attempted in which letter grades were awarded and must present a minimum score of **at least 400** on the verbal and **at least 400** on the analytical (for scores obtained prior to October 2002) or quantitative portion of the GRE, whichever of the two is higher, for a minimum combined score of 800. The student also may submit a score on the Miller Analogies Test of 44 or higher. **Scores from out-of-state administrations of the MAT taken from October 1990 - August 1991 are unacceptable. MAT scores from tests taken after June 30, 1996 will not be accepted.** The Graduate School is now accepting scores from the new MAT. These are scores from tests that have been taken during or after October 1, 2004. The Graduate School rules for acceptance with old test scores still apply as stated above. Please be aware that not all graduate programs accept the old and/or new MAT scores. Please contact the Graduate School Office for information concerning the graduate program to which you are applying for more information. MAT scores are unacceptable for admission into the Ed. D. In School Improvement program. An NTE Commons Test score (taken prior to Fall 1982) of 550 meets regular admission standards. **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, beginning on page 182, for specific program admission and exit criteria.

The student must have the recommendation of the major department. Certain programs require the Level-4 teaching certificate or its equivalent.

Provisional Admission

Applicants 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.

Applicants who fail to meet either the minimum undergraduate grade point average or entrance test score requirements for regular admission may be considered for provisional admission if they meet one of the following criteria:

- 1) The undergraduate grade point average multiplied by 100 and added to GRE score (verbal + analytical or quantitative for test taken prior to October 2002) equals at least 1000 points. GRE scores submitted after October 2002 require verbal and quantitative scores and an analytical writing score of at least 3.0 to be considered for provisional admission. **In all cases, the GRE score must be at least 350 on both verbal and quantitative or analytical sections.**

- 2) The old Miller Analogies Test score (scores received prior to June 1996 only. Out-of-state test scores from October 1990 – August 1991 will not be accepted) multiplied by 10 and added to applicant's grade point average which is multiplied by 100 equals at least 560 or above. In no event may the old MAT score be lower than 27. Criteria for meeting provisional admission using MAT scores for tests taken from October 1, 2004 and later have been established by the Graduate School. If an applicant's MAT score does not meet regular admission standards, the Graduate School will determine by previously established criteria if it meets the Graduate School minimum for consideration for provisional admission.
- 3) The grade point average multiplied by 100 and added to the NTE Common Examination score (taken prior to fall 1982) equals 750. The minimum score requirement is at least 450.

In each of the scenarios presented above, the minimum grade point average is 2.2. In no event may the undergraduate grade point average be lower than 2.2. **These are graduate school minimal admission requirements for provisional admission. Graduate programs may have higher admission standards.**

A student's provisional status will not be changed until he/she has completed 9 hours of graduate work (including at least two 6000- or 7000-level courses) with grades of "B" or better and satisfied any other requirements stipulated at the time of his/her provisional admission (e.g., submission of the appropriate teaching certificate).

Prospective students denied admission may submit a letter of appeal to the Dean of the Graduate School.

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 administration and supervision, business education, early childhood education, media education, middle grades education, guidance and counseling (with emphasis in school counseling and community counseling), physical education, secondary education (with concentrations in English, mathematics, science, and social studies), and special education (with emphasis in curriculum or administration).

Students who are seeking an Ed.S. degree should have previously completed requirements for a master's degree in the same field. 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 will be 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. ***Miller Analogies Test scores from tests taken out-of-state from October 1990 to August 31, 1991, are unacceptable. MAT scores from tests taken after June 30, 1996, will not be accepted.** The Graduate School is now accepting scores from the new MAT. These are scores from tests that have been taken during or after October 1, 2004. The Graduate School rules for acceptance with old test scores still apply as stated above. Please be aware that not all graduate programs accept the old and/or new MAT scores. Please contact the Graduate School Office for information concerning the graduate program to which you are applying for more information. Note: MAT scores are unacceptable for admission into the Ed.D. In School Improvement program. **Scores from the ETS PRAXIS series or Georgia Assessments for the Certification of Educators (GACE) tests will not be accepted for admission into Ed.S. degree program. Each department offering the Ed.S. degree may set additional admission requirements.**

Research Project

Every research project presented in partial fulfillment of the requirements for an Ed.S. degree must involve independent study and investigation, explore a definite topic related to the major field, and meet the standards for research writing approved by the Graduate School.

The following regulations apply regarding the completion of the research project. The subject must be approved by the major professor and submitted to the Graduate Office prior to admission to candidacy; the candidate must register for the research project during the time work on it is in progress; and two weeks prior to graduation, three typewritten copies (original and two copies) of the research report (signed by the major professor and the Dean of the Graduate School) with abstracts attached to each must be filed in the Graduate Office. Following approval, three copies of the research report will be bound and a copy microfilmed at the student's expense. It is necessary that the student submit only three copies of the research report to the Graduate Office.

NON-DEGREE INITIAL TEACHER PREPARATION PROGRAMS POLICIES AND PROCEDURES

1. Candidates must have received a bachelor 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.
For early childhood, middle grades, secondary, art, music, foreign language, and special education majors, a grade point average of 2.7 overall in academic work completed. If the GPA falls below the minimum requirement, the GPA is calculated on the last 60 semester hours (or its equivalent) of course work (undergraduate and graduate)

- completed. All courses taken during the term in which the 60th credit hour is completed shall be used in this calculation.
- b. Satisfactory completion of the Praxis I: Pre-Professional Skills Test, the Georgia Assessment for the Certification of Educators (GACE) test, or exemption. (Required of all candidates admitted to teacher education after July 1, 1997. Candidates admitted to teacher education before July 1, 1997 must post a passing score on the Praxis I when applying for an initial Georgia educator certificate on or after March 1, 1999.)
 - c. Successful completion of EDUC 2110, 2120, and 2130 with a grade of C or better.
3. The candidate must present to the program advisor a copy of all transcripts and other documentation required by the program.
 4. Prior to the end of a candidate's first semester in a program, 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 five years unless otherwise indicated.
 5. 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.
 6. Staff Development Unit (SDU)/Professional Learning Unit (PLU) credit may be accepted for meeting certain program requirements. The most commonly used are: Human Growth and Development, 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.
 7. Candidates must earn a grade of **B** or better on each course or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification; and earn a **C** or better in each undergraduate course.
 8. 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.
 9. *Graduate candidates* who were previously enrolled, but have not been in attendance for four semesters must apply for readmission with the Graduate School 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 GPA needed for admission to the program.
3. Candidates must earn a grade of **B** or better on each course or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification; and earn a **C** or better in each undergraduate course.

4. Complete successfully 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 must meet the following requirements for successful completion of the teacher education program. Candidates are recommended for the Georgia educator certificate only upon successful completion of the teacher education program.

1. Complete specific program requirements as outlined by the approved program of study.
2. Complete SPED 2706 or departmental approved alternative to meet the special education requirement of Georgia House Bill No. 671.
3. Complete Computer Skill Competency requirement as outlined in the A+ Education Reform Act (House Bill 1187). Students holding provisional certification may complete the requirement through any PSC approved course as found at the following link:
<https://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>
4. Candidates must earn a grade of B or better on each course or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification; and earn a C or better in each undergraduate course.
5. Complete successfully all field experiences, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, and students.
6. Earn a passing score on the appropriate certification test of the teaching field content, as required for certification by the Professional Standards Commission.
7. Submit application for certification to the Office of Teacher Certification upon completion of all program requirements. Official transcripts from all institutions attended (excluding West Georgia) must be submitted with the application to the Office of Teacher Certification, Room 106, Education Center.

College of Education Criminal Background Check Form

More and more schools are requiring criminal background checks prior to teacher education candidates entering schools. To assist schools in this process the Teacher Education program has three checkpoints at which candidates must complete a College of Education Criminal Background Check Form. The three checkpoints are: (1) prior to admission to the teacher education program, (2) prior to second semester, senior level courses, and (3) prior to placement for internship. Truthful completion of this form is mandatory. In addition, candidates are expected to self-report any incidents that occur between these checkpoints with the Office of Field Experiences. If candidates are found to have ever been arrested for a misdemeanor or felony involving moral turpitude, their placement paperwork is temporarily suspended. If needed, the candidate's case will be forwarded to an ad hoc committee for final decision. Beyond this committee's decisions, the candidate has the right to appeal to the Dean. Once candidates

have been cleared by either the university legal counsel, the committee, or the Dean, their placement paperwork will be processed. Under no circumstances will any candidate who has not completed the College of Education Criminal Background Check Form be considered for field placements or be permitted to begin field experiences in the schools.

Internship/Practicum Fee

A course-related fee is associated with internships and practicums in education 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 undergraduate and graduate students in their field placements including the student teaching internship experience. The funds will also be used for costs associated with field experiences such as evaluation forms and supervision travel.

Child Development Center

The Child Development Center is located in the Education Annex. Four-year-old children attend the center during the year. West Georgia students can be assigned to complete field experiences through the College of Education, Office of Field Experiences.

Multimedia Classrooms

The College of Education has integrated multimedia technology in all classrooms in the Education Center, Education Annex, and Health and Physical Education facilities. Twenty-five multimedia classrooms allow the instructor and student to use a VCR/DVD or computer through a large screen projection system. The systems generally are used to show educational videotapes, computer generated slide presentations, and educational web sites. Innovative uses of this technology include virtual reality sessions, videoconferencing, and video streaming with K-12 school systems. Each classroom has a wireless mouse so the instructor or student can control the computer remotely. Each classroom also contains a switch box that allows a user to easily connect a laptop computer and use the existing projector with the turn of a switch. Each computer is connected to the Internet and has CD/DVD drive, and USB ports on the keyboard and monitor.

Multimedia classrooms available in the Education Center include rooms 1, 2, 3, 4, 5, 104, 200, 201, 202, 203, 204, 205, 225, 226, 227, 229, 249 and the Evaluation Center Conference Room. Multimedia classrooms available in the Education Annex include rooms 113, 120, 123, 170 and 220. Multimedia classrooms available in the HPE building (Old Auditorium) include rooms 112 and 119A.

Computer Labs

The College of Education provides four computer labs for classroom instruction and student use. These labs are for educational use only and should not be used for recreational purposes. For hours of operation, detailed hardware and software descriptions, and general lab information go to uwglabs.westga.edu.

Photography Darkroom (for Black & White Processing)

The College of Education's darkroom is located in room 245 in the Education Center. It is primarily used for instructional purposes for graduate students enrolled in photography or instructional technology classes. The darkroom con-

tains enlargers, a variety of necessary photography chemicals, and print making equipment for black and white photographs.

Teaching Materials Center

The Teaching Materials Center (TMC) is a curriculum laboratory that exists for the purpose of improving teaching and learning by providing resources to in-service teachers, pre-service teachers, faculty, and the community. The TMC collection consists of both print and non-print materials for use in elementary, middle, and secondary schools. The collection includes public school textbooks, children and young adult books, curriculum guides, teaching activity guides, periodicals, manipulatives, software programs, videos, puppets, CDs, and games. Hours of operation, checkout policies, and general information can be found at <http://tmc.ed.westga.edu/>.

Test Center

The Test Center is located in the Teaching Materials Center, and houses over 200 tests in various categories including achievement, developmental, personality, intelligence, speech and language, and reading. Its primary purpose is to enhance the student's classroom learning experience concerning test selection, administration, interpretation, and use while under supervision of faculty. A secondary purpose of the Test Center is to provide appropriate resource assessment materials as needed by qualified faculty in their teaching and research activities. The tests are available to students enrolled in UWG assessment classes. Hours of operation, checkout policies, and a list of available tests can be found at <http://tmc.ed.westga.edu/testctr.asp>.

Videotape Editing Room

The editing room, located in room 203-A, offers digital video editing capabilities. It contains digital editing machines, tripods, and accessories needed for editing digital videotapes.

Administration and Supervision

Department of Educational Leadership and Professional Studies

Ed. Annex 137 678-839-6557 coe.westga.edu/elps/

Professors, C. Douvanis, R. Morris, T. Payne, (Chair); **Associate Professors**, M. Gantner, C. Hendricks, A. Packard; **Assistant Professors**, M. Coleman, L. Cornelius, M. Dam, M. Hooper, B. Kawulich, A. Nixon, T. Peterson

Learning Outcomes:

Programs of the department are expected to develop and enhance the capabilities of candidates to:

- Facilitate a continuous change process to improve the education of students through facilitating the development, articulation, implementation, and stewardship of a shared school or system vision of learning supported by the school community.
- Promote a positive school culture, providing an effective instructional program based on Georgia standards, applying research based best practice to student learning, and designing comprehensive professional growth plans for staff.

- Implement a continuous organizational improvement approach to developing and managing the organization, operations, and resources as prescribed in Georgia law, rules and regulations and in a way that contains costs and maximizes benefits for candidates, parents and taxpayers.
- Collaborate with families and other community members, responding to diverse community interests and needs, managing conflict and mobilizing community resources.
- Act with integrity, fairness, and in a legal and ethical manner based on a knowledge and understanding of state and federal laws, regulations and judicial decisions affecting education in Georgia.
- Demonstrate an understanding of, and develop skills to positively influence the larger political, social, economic, legal, and cultural context surrounding education.
- Synthesize and apply the knowledge and practice and develop the skills identified above through substantial, sustained, standards-based work in real settings.

M.Ed. – Administration and Supervision

This program emphasizes instructional leadership, understanding of school culture, and leading schools. Students will acquire skills and knowledge necessary to enter into an entry-level leadership position. Students graduating from the M.Ed. program and who pass the Georgia Certification examination in leadership will qualify for an NL-5 leadership certificate. The program consists of a minimum of 36 hours of course work. Regular admission to this program requires a clear and renewable professional teaching or service certificate. Regular admission is available to applicants who meet all of the criteria listed below; provisional acceptance is only available after review by the department. Departmental requirements for regular admission include the following:

- An official GRE combined score of 800 (minimum 400 Verbal score).
- A minimum undergraduate grade point average of 2.7 calculated on all work attempted in which a letter grade was assigned.
- Three letters of recommendation from employers, supervisors, or professional colleagues.

The letter of recommendation form developed by the department for this program must be used and can be obtained from the Graduate School.

A portfolio evaluation is required during the candidate's last semester of enrollment. The portfolio is designed to enable the student to demonstrate ability to synthesize/integrate the knowledge gained in various courses. Recommendations from the department at the conclusion of the portfolio evaluation may include the following: 1) the student has met all departmental requirements, or 2) additional assignments should be completed and a reassessment of the portfolio should take place. Candidates successfully completing this program and receiving departmental approval will be recommended for an NL-5 certificate in Educational Leadership. This recommendation will be made to the employing local school system. The employing local school system is responsible for requesting the issuance of the NL-5 certificate from the Georgia Professional Standards Commission.

Administration and Supervision - Ed.S.

The program affords candidates advanced preparation in educational leadership for both school level and system level leadership positions and will result in a PL-6 certificate in Educational Leadership. Admission requirements include the following:

- A Masters degree from a nationally or regionally accredited institution
- A State of Georgia Certificate in Administration and Supervision (NL-5 or L-5 or higher level)
- An official GRE score of at least 900 (minimum 450 Verbal score)
- Hold a leadership position in a local education agency (LEA)
- Be recommended by the Superintendent or Headmaster in the LEA
- Three letters of recommendation from employers, supervisors, or professional colleagues

A total of 27-33 semester hours of graduate credit must be completed for this degree program. Eighteen (18) of these hours will be earned during a year-long performance-based residency. In addition, to the 18 semester hour residency, candidates must attend regular field-based related seminars. The culminating requirement of the residency will be the production of a portfolio describing the candidate's performance-based experiences. This portfolio and the student's participation in the required seminars will be graded by the professor at the end of each semester. In addition to the residency, the student also must successfully complete 9 semester hours of classroom-based course work. If after an initial assessment of the candidates' past graduate studies it is determined that there is a deficiency, candidates may be required to take up to six (6) additional hours of graduate classes to compensate for this deficiency.

Educational Leadership – Certification Program for PL-6 or PL-7

This program is for individuals who already hold an Ed.S. or Ed.D. degree, but are seeking a 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 PL-6 or PL-7 certificate in Educational Leadership. Admission requirements include the following:

- An Ed.S. or an Ed.D. degree from a nationally or regionally accredited institution
- A passing score on the GACE Content Assessment in Educational Leadership
- A NPL-6 or NPL-7 certificate in Educational Leadership
- Hold a leadership position in a local education agency (LEA)
- Be recommended by the Superintendent or Headmaster of the employing LEA

A minimum of 18 semester hours of graduate credit must be completed for this degree program. If after an initial assessment of the candidates' past graduate studies it is determined that there is a deficiency, candidates may be required to take up to six (6) additional hours of graduate classes to compensate for this deficiency. The 18 semester hours required of all candidates in this program will consist of a year-long performance-based residency. While participating in this

18 semester hour residency, candidates also will be required to attend regular field-based related seminars. The culminating requirement of the residency will be the production of a portfolio describing the candidates' performance-based experiences. This portfolio and the candidates' participation in the required seminars will be graded by the professor at the end of each semester.

Teacher Leader Endorsement*

This endorsement program is designed to provide experiences to beginning teacher leaders that allow them to learn both the craft knowledge and research base that supports successful leadership. The program requires candidates to take two courses from the master's program: Supervision of Instruction and Professional Learning. Based upon the student's background and experiences, a course substitution of another course from within the master's program may be approved. Admission requirements include the following:

- A clear renewable certificate in a teaching field or the service field of Media Specialist

This endorsement program is designed around the literature and research that supports strengthening instructional leadership, organizational learning and culture building roles. Recommendation for the Teacher Leader Endorsement is based on successful completion of the two courses and receiving approval from the department.

**Approval process is underway*

EDUCATIONAL FOUNDATIONS (EDFD)

(All courses carry three hours credit unless otherwise noted.)

EDFD 7303 Culture and Society in Education

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

A survey of the development and patterns of public education in this country.

EDFD 7307 Critical Issues in Education

A study of selected issues affecting educational thought and schooling practices and emphasis on critical analysis of the cultural and sociological contexts of school-societal problems.

EDFD 7309 Philosophical Foundations of Education

A survey of philosophical thought foundational to educational theory and practice.

EDFD 7311 Ethics in Education

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

Prerequisite: Consent of department chairman
Individually designed studies of educational foundations.

EDFD 8371 Advanced Principles of Curriculum

Prerequisite: A master's-level curriculum course

Advanced course directed toward providing students with 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 COURSES (EDLE)

(Prerequisite to all graduate courses: admission to the leadership program or permission of instructor. All courses carry three hours credit unless otherwise noted.)

EDLE 6312 Principles of Leadership

This course provides an overview of the organization and administration of the American public school system. Special attention is given to organizational structure and administrative processes of Georgia public schools. The history, future, and current trends to develop a viable theory of educational leadership are examined.

EDLE 6313 Understanding Systems and Change

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 systemic improvement of student achievement in the public school setting and will provide an opportunity for course related field experiences.

EDLE 6314 School Business Management

An examination of the planning and management functions in a school, encompassing such activities as budgeting, purchasing, storing, warehousing, managing records, and utilizing and maintaining the physical plant, which includes addressing the needs of the handicapped. The application of the computer in the ongoing operation of the school will be emphasized.

EDLE 6315 Managing School Operations

Students examine knowledge and develop proficiencies that support effective practices in school systems management, continuous improvement, and school business operations. Budgeting, accounting, operations, facilities, and other school management practices are considered within legal and ethical contexts.

EDLE 6316 School Law and Ethics

This course is designed to examine the legal framework of public education in the United States and court decisions affecting the schools and all school personnel. The ethical considerations required by the Professional Standards Commission are an integral part of this course.

EDLE 6318 Human Resources Management

This course focuses on the personnel functions and responsibilities of school leaders. Students develop skills in forecasting personnel needs and in 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

This course introduces the history of supervision and effective supervisory behaviors for teaching practices. Students study adult learning behaviors, supervisory models, and tasks and skills of informal data collection and conferencing. Students are expected to practice these skills in on-site classrooms.

EDLE 6321 Professional Learning Communities

This course prepares aspiring leaders to create school learning communities capable of providing ongoing support for adult and student learning.

EDLE 6322 Curriculum for Educational Leaders

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 goal setting. Students will learn to coordinate and synthesize curriculum development, to 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 and Learning

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 designs 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

This course will examine the sources of authentic leadership: calling, connections, identity, integrity and personal power.

EDLE 6330 Building School Culture

This course prepares aspiring leaders to engage school communities in creating and sustaining high performance cultures that set high expectations for all students and personalize learning environments so that all students can meet rigorous standards.

EDLE 6331 Advanced Culture Seminar

Prerequisite: EDLE 6330

This course will provide insights into the application of processes involved in cultivating collaborative and learning focused school cultures.

EDLE 6332 Advanced Change and Improvement

Prerequisite: EDLE 6313

This course will explore how to drive and sustain organizational and academic improvements 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

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 driven culture within the school.

EDLE 6342 School And Classroom Assessment

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.

EDLE 6388 Initial Internship EDLE, I 0/2/1

This is the first of a two-semester course sequence. The course is designed to link in-class experiences with the world of professional work. Students, in collaboration with school officials, will select/identify a school improvement activity as part of the internship experience. Students are expected to complete a minimum of 150 clock hours of field experience during the two-course sequence.

EDLE 6389 Initial Internship EDLE, II 0/4/2

Prerequisite: EDLE 6388

The internship involves field placement and work experience that provide students with opportunities to learn how academic knowledge can be applied in an educational and/or organizational setting. Students, in collaboration with school officials, are expected to complete a school improvement activity as a part of the internship experience. Students are expected to complete a minimum of 150 clock hours of field experience during the two-sequence.

EDLE 6390 Initial Internship in School Processes 0/6/3

This course should be taken during the last semester of the L-5 or M. Ed. program. This course provides clinical experience for the beginning intern to gain practice and competency in educational leadership and administrative process.

EDLE 7304 Administration of Special Education Programs

This course will provide the student with 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. Same as SPED 7704.

EDLE 7312 School Community Relations

This course is designed to provide the student with a knowledge of those elements essential for a school administrator in communicating and interacting with the internal and external publics in the school community.

EDLE 7313 Supervision Skills for Teacher Support Specialist

Designed to provide the experienced educator* with the essential skills to supervise student teachers and to mentor beginning teachers. Emphasis is placed on the Teacher Support Specialist as a facilitator of knowledge building.

**Applicants for the Teacher Support Specialist Endorsement must possess a valid renewable teaching certificate or a service certificate in the field of speech and language pathology and must provide evidence of at least three years of acceptable experience at the P-12 level.*

EDLE 7316 The Teacher and the Law

An examination of the laws established by state and federal statutes, constitution, and court decisions that affect teachers.

EDLE 7324 Special Education Law

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**var. 1-3**

Prerequisite: Approval required

An independent study conducted under the direction of a faculty member. Advanced topics in theory, issues, trends, and techniques will be emphasized. Students will concentrate in topics, studies, and projects in the area of specialty.

EDLE 7382 Directed Readings In Education

Prerequisite: Consent of advisor and instructor

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 of the topic. An integrated research paper is required.

EDLE 7385 Special Topics**3**

Individually designed studies of topics in the rapidly changing nature of education.

EDLE 7386 Internship for Teacher Support Specialist

Prerequisite: EDLE 7313 or permission of department chair

Student must be assigned as supervisor to student teacher or as mentor to a beginning teacher during the semester in which her or she is enrolled in EDLE 7386.

Designed to provide guided practice in the supervision of student teachers and in mentoring beginning teachers. Methods, techniques and effective practices are applied in a school setting.

EDLE 7394, 7395, 7396 Educational Workshop**var. 1-3**

These workshops allow students to pursue in greater depth the issues and new developments in an area of professional interest.

EDLE 8301 Leadership Residency I

This is the first of a three-semester course sequence designed to provide students with carefully designed 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 Beginning Leader Candidate Support Team, will develop an Individualized Induction Plan that will guide field experiences during each of the three residency courses. This plan will define which artifacts and performances will be used to address various elements of Educational Leadership Constituent Council (ELCC) Standards 1-6. Leadership Residency I, II, and III are sequenced to provide field experience opportunities beginning in the summer and continuing into the fall and spring semesters of a school year. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

EDLE 8302 Leadership Residency II

Prerequisite: EDLE 8301 Leadership Residency I

This is the second of a three-semester course sequence designed to provide students with carefully designed and personalized field experiences that give them 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 Beginning Leader Candidate Support Team, will implement their Individualized Induction Plan. This plan will be used to address various elements of Educational Leadership Constituent Council (ELCC) Standards 1-6. Leadership Residency I, II, and III are sequenced to provide field experience opportunities beginning in the summer and continuing into the fall and spring semesters of a school year. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

EDLE 8303 Leadership Residency III

Prerequisite: EDLE 8302 Leadership Residency II

This is the final course of a three-semester course sequence designed to provide students with carefully designed and personalized field experiences that give them 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 Beginning Leader Candidate Support Team, will continue to implement their Individualized Induction Plan. This plan will be used to address various elements of Educational Leadership Constituent Council (ELCC) Standards 1-6. Leadership Residency I, II, and III are sequenced to provide field experience opportunities beginning in the summer and continuing into the fall and spring semesters of a school year. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

EDLE 8311 Instructional Leadership

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

This course is designed to provide the graduate student with the basic principles of school finance, accounting procedures, and school district business management.

EDLE 8314 Local School Leadership

The role of the principal is examined. Societal and organizational settings in schools and implications for effective practice are examined. The course provides a balance between theory and research and the application of these to solving problems in the daily life of educational administrators.

EDLE 8316 Educational Facilities

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

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

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 an instructor, will research an area of interest and produce a written report.

EDLE 8324 Ethics in Educational Leadership

Prerequisite: Admission to Ed.S. program or Departmental approval

This course is designed to provide school leaders with an in-depth examination of current and anticipated ethical issues and the dilemmas facing public education.

EDLE 8326 Politics and Policy in Education

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 and 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

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 Leadership in a Pluralistic and Diverse Society

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

This course provides experience in decision-making processes through the study of group 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

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

Prerequisite: Completed a master's-level curriculum course or consent of instructor

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

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 is also emphasized.

EDLE 8338 Clinical Techniques in Supervision

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

Prerequisite: Minimum of two courses completed in the Specialist Program
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

Prerequisite: A minimum of four courses completed in the Specialist program is required before enrollment in EDLE 8386

This internship is a one-semester, advanced clinical field experience that prepares students for educational leadership positions. Educational leaders have the opportunity to apply acquired knowledge to practical situations.

Art Education*

Department of Art

Humanities 322 678-839-6521 www.westga.edu/~artdept/

**No applications for the M.Ed. in Art Education will be accepted for the 2008-2009 school year.*

Associate Professors, P. Kirk, D. Santini, K. Shunn (Chair); **Assistant Professors**, D. Collins, E. Crean, C. Samples, S. Sohn, R. Tekippe, D. Webster

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

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.

	Hours
T-5 Certification in Art (K-12)	
Art Education - 6 semester hours	6
ART 6110: Art Education Curriculum	3
ART 6111: Art Criticism, Aesthetics, and Contemporary Issues	3
Studio Art - 15 semester hours	15
Selected from departmental studio art offerings and must include coursework in both two- dimensional and three-dimensional areas.	
ART 5000: Graduate Drawing	
ART 5005: Graduate Life Drawing	
ART 5305: Graduate Ceramics	
ART 5405: Graduate Graphic Design	
ART 5605: Graduate Painting	
ART 5705: Graduate Photography	

ART 5805: Graduate Printmaking	
ART 5825: Graduate Papermaking/Book Arts	
ART 5905: Graduate Sculpture	
Art History - 3 semester hours	3
Professional Education - 9 semester hours	9
EDRS 6301: Educational Research	3
Foundations of Education Elective	3
EDFD 7305: History of American Education, or	
EDFD 7307: Critical Issues in Education, or	
EDFD 7309: Philosophical Foundations of Education	
CEPD 6101: Psychology of Classroom Learning	3
Thesis or Research Project - 3 semester hours	3
ART 6150: Art Education Prospectus	1
ART 6184: Art Education Research Seminar	1
ART 6199: Art Education Thesis/Research Project	1

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.

ART COURSES (ART)

(All courses carry three hours credit unless otherwise noted.)

ART 5000 Graduate Drawing **var. 1-3**
 Personal expression through drawing with an emphasis on uniqueness or a personal vision.

ART 5005 Graduate Life Drawing **var. 1-3**
 Prerequisite: ART 4005, or consent of department
 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
 The study of Greek, Etruscan, and Roman sculpture, architecture, and painting in their historical context.

ART 5201 History of Non-Western Art
 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 evolved in specific times and places with reference to use in relationship to rituals and beliefs of those who created these expressions.

ART 5202 Early Christian, Byzantine and Medieval Art
 Prerequisite: ART 2201
 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

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

Prerequisite: ART 2202

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

Prerequisite: ART 2202

This course focuses on the painting, sculpture, photography, and graphic arts of the nineteenth century.

ART 5208 Art of the 20th and 21st Centuries

Prerequisite: ART 2202

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.

ART 5210 American Art

Prerequisite: ART 2202

The study of American paintings, sculpture, architecture, and emerging art forms in their historical context.

ART 5220 Museum Seminar**var. 3-4**

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/Prague, and others. Credit will vary depending upon the individual trips. Seminars taught during the summer in conjunction with the summer study abroad program will be for four hours credit, while others will be three hours credit. May be repeated for up to 16 hours credit.

ART 5285 Special Topics in Art History

Survey and investigation of a particular topic, problem, or issue in art history with emphasis on those not covered in other art history courses.

ART 5305 Graduate Ceramics**var. 1-3**

Prerequisite: ART 3301, or consent of department

Advanced visual expressive problems in ceramics at the graduate level, including writing about ceramics.

ART 5405 Graduate Graphic Design**var. 1-3**

Prerequisite: ART 3401, or consent of department

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**var. 1-3**

Prerequisite: ART 3601 or ART 3602 or consent of department

Advanced visual expression at the graduate level in painting, using transparent, opaque or mixed media.

ART 5705 Graduate Photography var. 1-3

Prerequisite: ART 3601, or consent of department

Advanced visual interpretative problems in photography at the graduate level.

ART 5805 Graduate Printmaking var. 1-3

Prerequisite: ART 3801, or consent of department

Advanced expressive problems at the graduate level in one or more of the following methods: relief, intaglio, or lithography.

ART 5825 Graduate Papermaking/Book Arts var. 1-3

Prerequisite: Consent of department

Traditional and contemporary methods of papermaking and book arts as an art form.

ART 5905 Graduate Sculpture var. 1-3

Prerequisite: ART 3901, or consent of department

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 var. 1-3

Prerequisite: consent of department

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 var. 1-3

Prerequisite: consent of department

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

This course is designed to review and extend the art educator's foundation of curricular theory. An investigation of current educational research in instruction and assessment with applicability to the field of art education will be a primary focus. Innovative teaching strategies, including cross-disciplinary approaches or the use of technology, may be explored.

ART 6111 Art Criticism, Aesthetics, and Contemporary Issues

Prerequisite: ART 6110, or consent of department

This course will focus on art criticism, aesthetics, and contemporary issues affecting art education. Students will develop strategies for using art criticism in a DBAE curriculum and will also develop an understanding of aesthetics as philosophy.

ART 6150 Art Education Prospectus 1

Prerequisite: EDRS 6401, and all other coursework for the art education program

A preliminary review of literature in art education or 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 creative research project or thesis.

ART 6184 Art Education Research Seminar 1

Prerequisite: ART 6150

With the guidance of the art advisor and a faculty committee, the student will research an area of art or art education. The student has the option to present his or her research in a thesis or creative 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

Prerequisite: ART 6184

The course will be the culminating experience for the Master of Education 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.

Business Education

Department of Management

RCOB 111 678-839-6472

Professor, A. North; Associate Professor, S. Hazari, S. Thompson; Part-Time Professor and Dean Emeritus, J. Johnson

Business Education – M.Ed.

The Master of Education (M.Ed.) degree in Business Education is a collaborative program with the College of Education. It is designed to prepare professional personnel for competency in teaching, research, curriculum development, evaluation, and supervision of business curricula. Candidates must hold a bachelor's degree from an accredited institution. A minimum of 36 semester hours of graduate course work is required. Graduating students are required to submit a position paper and course summaries prior to graduation. To meet the diverse needs of our students, three Master's Degree Options are available.

- M.Ed. - Master's degree in Business Education for students with an undergraduate degree in Business Education. This option is designed to qualify Business Education teachers who currently have four-year certificate (T-4) in Business Education for the Georgia five-year professional certificate (T-5).
- M.Ed. – Option – Master's degree in Business Education for students with an undergraduate degree in an area other than Business Education. This option is designed to qualify students for the Georgia five-year professional certificate (T-5). The length of the teaching internship depends on whether or not the candidate is teaching on a provisional license. If teaching on a provisional license, a two-semester teaching internship is required. If non-provisional, a one semester teaching internship is required.
- M.Ed. – Non-Certification – Master's degree in Business Education for students with an undergraduate degree in an area other than Business Education; however, no certification is awarded. This option is a Master's

degree without certification. Candidates must not have previously earned certification at the T-4 level or equivalent. No teaching internship is involved and no certification is given.

Learning Outcomes

Students earning a Master of Education degree in Business Education should be able to:

- Communicate effectively in oral presentations and in writing
- Employ instructional strategies to address each of the teaching areas in business education
- Present techniques and methods of conducting research study in business education
- Include a variety of assignments to pursue the study of multicultural opportunities and challenges in teaching business subjects`
- Employ effective evaluation methods in business education courses
- Work competently with exceptional children and adults
- Demonstrate basic computer proficiency and use of technology for the purpose of enhancing classroom instruction

Business Education—Ed.S.

This program is available to those candidates holding either the Master's degree in Business Education or a T-5 in Business Education and who meet the general requirements of the Ed.S. degree program. Professional preparation at the T-6 level is designed to upgrade the skill, understanding, and knowledge of Business Education teachers at all levels (secondary school, vocational-technical school, junior college, and four-year college). Twenty-seven hours after completion of the Master's degree are required for the program.

Graduating students are required to submit a position paper, submit a summary of courses completed in the degree, and pass a written examination.

Learning Outcomes

Students earning a specialist degree in Business Education should be able to:

- Communicate effectively in oral presentations and in writing
- Employ instructional strategies to address each of the teaching areas in business education
- Present techniques and methods of conducting advanced research study in business education, designing advanced research techniques, and applying research to the classroom to improve instructional techniques and teaching methodologies
- Include a variety of assignments to pursue the study of multicultural opportunities and challenges in teaching business subjects
- Apply critical thinking skills to improve leadership capabilities
- Employ effective evaluation methods in business education courses
- Work competently with exceptional children and adults
- Demonstrate basic computer proficiency and use of technology for the purpose of enhancing classroom instruction

BUSINESS EDUCATION COURSES (ABED)

(All courses carry three hours credit unless otherwise noted.)

ABED 6100 Advanced Business Communication

A study of intrapersonal, interpersonal, and cultural communications found in the corporate structure and the effect a global community has had upon corporate communications.

ABED 6106 Evaluation and Testing in Business Education

Evaluation methods, tests, and measurements in Business Education.

ABED 6107 Instructional Strategies for Technology

A study of issues, methodologies, applications, and current research in business technology courses. Students will learn an object-oriented language for business teachers and the layout and design concepts related to the development of Web pages, with special emphasis on instructional strategies designed to improve the quality of instruction.

ABED 6114 Instructional Strategies for Computer Programing

An overview of object-oriented languages for business teachers with special emphasis on instructional strategies designed to improve the quality of instruction.

ABED 6118 Instructional Strategies for Web Page Design**2/2/3**

Prerequisite: Familiarity with Windows 98 or 2000 operating systems

In this course, students will learn the basics of designing and creating Web pages and will publish them on the Internet. Activities will include layout and design techniques such as graphics animation, URL links, graphic images, e-mail links, backgrounds and textures, font manipulation, and other formatting techniques. Students will discuss techniques for evaluating Web page design in a classroom environment.

ABED 6120 Administrative Support Systems

An integration of management concepts, including information processing, office systems technologies, and administrative support systems. Emphasis is placed on administrative support systems management as it applies to supervision and computer technologies.

ABED 6128 Instructional Strategies for Basic Business

A study of the issues, trends, methodologies, and current research in teaching basic business subjects.

ABED 6129 Instructional Strategies for Accounting

Research, methods, principles, and practices in accounting with emphasis on computerized accounting applications.

ABED 6130 History and Administration of Vocational Education Programs

This course presents a historical perspective of vocational education. Curricular issues are addressed, including cultural diversity, school-to-work transition, business ethics, and international business. Students study current issues and research in vocational education as it pertains to apprenticeship programs.

ABED 6146 Supervision and Leadership

A study of the meanings and functions of administration, supervision, and leadership in business education. This course will provide the student with an opportunity to gain an understanding of administrative processes and educational leadership roles.

ABED 6150 Professional Writing in Business

A study of professional writing techniques used for publishing refereed journal articles, proposals, and speeches.

ABED 6160 Instructional Strategies for Keyboarding

A study of the trends, methods, software selection, and current research in keyboarding. Emphasis will be placed on curriculum development and hardware/software selection.

ABED 6181 Independent Study

Prerequisite: Consent of major professor

Preparation of an independent project under the direction of the major professor.

ABED 6182 Research Techniques in Business Education

A broad-based approach on investigating research topics and techniques and designing research studies in Business Education. Research activities are included and result in a presentation and a research paper. This course is for Ed.S. seeking students only.

ABED 6183 Introduction to Research in Business Education

Methods and techniques of research applied to the field of business education.

ABED 6186 Business Internship

Students will gain practical administrative support internship experience with a business organization. Students will be given a written agreement specifying course credit hours and grading system to be used.

ABED 6187 Practicum in Business Education

Supervision in an instructional setting of matters of concern to the business teacher, such as content and methodology problems. Supervision will be maintained by a member of the business education graduate faculty. For Ed. S. -seeking students only.

ABED 6507 Curriculum in Teaching Business Subjects**2/2/3**

Prerequisite: Admission to Teacher Education (2.7 GPA and Praxis I scores)
Students will gain skills in making curricular decisions that are involved with designing, implementing, and evaluating instruction. Course content will focus on both skills and non-skills areas in business education. Field experience will be incorporated into this course. Prior application for field placement is required.

ABED 6537 Methods of Teaching Business Subjects**3/2/4**

Prerequisite: Admission to Teacher Education (2.7 GPA and Praxis I scores)
A comprehensive treatment of basic methods, strategies, and knowledge that relate to the teaching of business education. Emphasis is placed on student teacher field-based experience and seminar instructions. Field experience is incorporated into this course. Prior application for field placement is required.

ABED 6586 Teaching Internship**0/18/9**

Prerequisite: Admission to Teacher Education (2.7 GPA and Praxis I scores)
Students will teach for one semester in the public schools under the supervision of both an experienced, qualified classroom teacher, and a university supervisor. Students cannot be teaching on a provisional license. The internship will be conducted on the level required for certification. Students will participate in scheduled seminars that are an integral part of the course. Prior application for field placement is required.

ABED 6587 Teaching Internship I

Prerequisite: Admission to Teacher Education (2.7 GPA and Praxis I scores)
Course to be taken the first semester of student teaching while a student is teaching on a provisional license. Students will teach in the public schools under the supervision of both an experienced, qualified local mentor teacher and a university supervisor. The internship will be conducted on the level required for certification. Students will participate in seminars that are an integral part of the course. Prior application for field placement is required.

ABED 6588 Teaching Internship II

Prerequisite: Admission to Teacher Education (2.7 GPA and Praxis I scores)
Course to be taken the second semester of student teaching while a student is teaching on a provisional license. Students will teach in the public schools under the supervision of both an experienced, qualified local mentor teacher and a university supervisor. The internship will be conducted on the level required for certification. Students will participate in scheduled seminars that are an integral part of the course. Prior application for field placement is required.

ABED 8183 Research Design in Business Education

Prerequisite: ABED 6182

Advanced methods and techniques of parametric and non-parametric research applied to Business Education. The course builds on the research topics and techniques developed in the prerequisite course. Students must receive a grade of no lower than "B" on the research paper to satisfy graduation requirements.

ABED 8199 Research Project

Prerequisite: Consent of Director of Business Education

Early Childhood Education

Department of Curriculum and Instruction

Ed. Annex 217 678-839-6559 coe.westga.edu/CI/

Professors, D. Jenkins, H. Morgan; **Associate Professors**, J. Drake, R. Duplechain, J. Strickland; **Assistant Professors**, F. Luo, G. Marshall, M. Newsome, T. Ogletree, K. Tate, U. Thomas-Fair

Learning Outcomes

The Department of Curriculum and Instruction utilizes the five core propositions of the National Board of Professional Teaching Standards (NBPTS) for its graduate programs. See www.nbpts.org.

Early Childhood Education—M.Ed.

A master's degree in early childhood/elementary education can be achieved by completing a program designed for the Carrollton campus, Georgia Highlands campus, or for the Newnan campus. At all sites, 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 and provisional admission, the following requirements apply for applicants to the M.Ed. degree in Early Childhood Education:

- Applicants must have an undergraduate degree in early childhood or elementary education or meet eligibility for a level 4 certification in early childhood or elementary education with at least a 2.7 GPA.
- Student must have a combined GRE score of 800, with minimum score of 400 Verbal and 400 Quantitative or Analytical (test taken before October 2002). Tests taken after October 2002 require verbal and quantitative scores and a minimum GRE analytical writing test score of 3.5. The MAT also is acceptable with a minimum score of 396.
- If students are provisionally admitted, then the first three graduate courses must produce a GPA of 3.3 or better to establish "regular" admission.
- No second provisional admission will be granted if "regular" admission is not established after the first provisional admission.
- The Department of Curriculum and Instruction strongly recommends that the GRE test be taken a second time before initiating an admission appeal.

Courses taken for the Carrollton-based program include 14 hours in professional studies, 3 hours in research, 12 hours in early childhood/elementary content, and 6 hours of electives.

Early Childhood 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 learner, 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 early childhood education based on an earned master of education degree in early childhood education. Any other master's degree with level 5 teacher certification must meet the content specialization section in the early childhood 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 requirements apply for applicants to the Ed.S. degree in Early Childhood Education:

- Students must have a combined GRE score of 900 with minimum scores of 450 Verbal and 450 Quantitative or Analytical (test taken before October 2002). Tests taken after October 2002 require verbal and quantitative scores and a minimum GRE analytical writing test score of 4.5. The MAT also is acceptable with a minimum score of 400.
- Students must submit three letters of recommendation.

- The Department of Curriculum and Instruction strongly recommends that the GRE test be taken a second time before initiating an admission appeal.
- Applicants must have at least a 3.0 GPA.

Alternative Certification Program

A non-degree initial preparation program is available in the field of early childhood education. Applicants must have earned a baccalaureate degree and meet admission requirements for teacher education. Individual programs of study are developed based upon an evaluation of experience and completed academic study. Apply for admission to the Graduate School by calling 678-839-6419 or visiting online at www.westga.edu/~gradsch.

EARLY CHILDHOOD / ELEMENTARY EDUCATION COURSES (ECED)

(All courses carry three hours credit unless otherwise noted.)

ECED 6249 Seminar for P-5 Teachers

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 PreK-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

A course designed to facilitate sensitivity to the emotional needs of students by planning and implementing affective curriculum activities.

ECED 6262 Language Development: Implications for the Childhood Educator

Language and its acquisition will be studied in relation to mental development and school achievement.

ECED 6271 P-5 School Curriculum

A critical study of the design and implementation of curricula in the education of children (PreK 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

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

ECED 6288 Continuing Practicum

Practical experience with students in a P-5 setting under the supervision of Early Childhood and Elementary Education faculty. This is an opportunity to put into operation an innovative project that is more than one lesson. The project should tie together many concepts/strategies that have been learned while completing the master's degree. The student should develop a project that is new to him or her and that is not already part of their teaching methodology or teaching repertoire. The process should enhance skills in critical thinking, comprehension of research, and decision-making as an effective practitioner. (Requires enrollment during the same semester as ECED 6249, Seminar For Early Childhood Teachers.)

ECED 6290 Reading, Interpreting, and Applying Research

Introduction to early childhood/elementary reading/research, design, and sources of reference.

ECED 7259 Investigating Methods and Materials in Mathematics

Concepts and materials that are appropriate for mathematics education of young 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

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

This course is designed to give the early childhood/elementary 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 the Language Arts

This course is designed to assist the teacher in integrating the teaching of reading, writing, spelling, oral language, listening, and grammar.

ECED 7263 Writing Across the Curriculum

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 as well as the writing process (a tool for thinking about writing) and its appropriate use throughout the curriculum.

ECED 7264 Investigating Social Studies Methods

Students will critique the current methodology, trends, and issues, evaluate strategies for implementing curricular and instructional change, and enrich their research, decision-making, and leadership skills so to enhance the elementary social studies curriculum (P-5).

ECED 7265 Parent Education for Teachers and Child Care Workers

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 caregivers. Parenting in high-risk families and children with exceptionalities will be addressed.

ECED 7266 The Young Child: Home and Community

This course is designed to aid in the understanding of the effects of home, community and society on the life of young children. Emphasis is given to the importance of parents and teachers working together in the educational setting.

ECED 7267 Teaching Creative Arts

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

The study of creative dramatics and communication techniques for early childhood and elementary-aged children.

ECED 7272 Classroom Management for Early Grades (P-5)

Students will examine major theoretical and empirical approaches to classroom management, develop appropriate decision-making and problem-solving skills, and formulate techniques to effectively manage a learning environment for students in grades P-5.

ECED 7281 Independent Study**var. 1-3**

Preparation of an independent project under the direction of a full-time college faculty member.

ECED 7282 Directed Readings in Education**var. 1-3**

Concentrated readings and review of research studies and literature relative to areas of significance to early childhood/elementary education.

ECED 7285 Special Topics

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

ECED 7294, 7295, 7296 Educational Workshop**var. 1-9**

These workshops allow a student to pursue an area of professional interest in greater depth as well as issues and new developments in the field of specialization.

ECED 8271 Advanced Curriculum Seminar

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

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

A study of the basic elements of research and research design as it relates to the development of research in early childhood/elementary education.

ECED 8297 Professional Seminar

Prerequisite: ECED 8284

A course designed to provide a forum for professional interaction between students and professors on critical issues in the profession.

P - 12 EDUCATION COURSES

(see pages 277-278)

EDUCATIONAL RESEARCH COURSES

(see pages 267-268)

Professional Counseling

Department of Counseling and Educational Psychology

Ed. Annex 237 678-839-6554 coe.westga.edu/cep/

Professors, S. Boes, B. Snow, R. Stanard (Interim Chair); **Associate Professors**, L. Cao, L. Painter, P. Phillips, M. Slone; **Assistant Professors**, J. Charlesworth, J. Chibbaro, M. Hancock

Learning Outcomes

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 and group counseling and human development
- Demonstrate ability to facilitate growth, development, success, and health with clients/students in individual and group 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 an ability to facilitate client/student career decision making and/or opportunities

Professional Counseling—M.Ed.

The master's degree program is designed for graduate students preparing for employment as professional counselors in schools, community agencies, and colleges/universities. Two options are available and consist of a minimum of 48 semester hours: school counseling, and community counseling. Both options include core courses in theory and practice of counseling, life span and career development, individual and group counseling, multicultural counseling, testing and appraisal, and research. Supervised practicum and internship experience specific to the chosen option are also required.

The school counseling option is preparatory for certification (S-5) in elementary, middle, and secondary school counseling. The completion of the master's degree curriculum in school counseling meets one of the requirements for professional certification as a school counselor (S-5). A passing score on the Praxis II and a recommendation from West Georgia are also required. The community

counseling option is preparatory for a wide variety of positions in community agencies, business, and institutions. Both options in community counseling and school counseling meet the educational requirements for licensure in professional counseling (LPC) in Georgia and national counselor certification (NCC). A student will receive faculty endorsement only for the relevant option and plan of study completed.

Admission requirements include a minimum score on the GRE of 900 (minimum 450 Verbal score and minimum 450 Quantitative or Analytical score – whichever score is higher of the two sections for test taken prior to October, 2002). Tests taken after October, 2002, require verbal and quantitative scores, and a minimum GRE Analytical Writing test score of 3.5.), 2.7 undergraduate GPA, three strong letters of recommendation from previous faculty, employers, supervisors, or professional colleagues, written personal narrative describing the reasons for applying for either the school or community concentration, an analysis of personal strengths and weaknesses pertaining to potential work as a counselor, career goals, and anticipated benefits from the program, and an interview with faculty. The department has a commitment to recruit students representing a multicultural and diverse society and to enhance multicultural awareness of students.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has conferred accreditation to the following program areas in the Department of Counseling and Educational Psychology: Community Counseling (M.Ed.) and School Counseling (M.Ed.).

Professional Counseling—Ed.S.

The specialist degree program is designed for graduate students desiring 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. The program in school counseling is designed for graduate students who currently hold S-5 certification in school counseling. The program in community counseling is designed for graduate students who currently hold a master's degree in counseling or a closely related field. It is expected that a prospective student in community counseling will have completed CEPD 6131 (Counseling Theories), CEPD 6140 (Introduction to Counseling Practice), CEPD 6151 (Psychological Appraisal), CEPD 6160 (Group Counseling), CEPD 6189 (Practicum: Community Counseling), CEPD 7138 (Multicultural Counseling & Education), and CEPD 7152 (Research & Program Evaluation) (or their equivalents, as determined by the student's advisor). Students who have not completed these minimal prerequisite courses prior to admission will be expected to make up these "deficiencies." Completion of these prerequisite courses will not count toward meeting degree requirements. Additionally, courses such as CEPD 8102 (Lifespan Human Development), CEPD 7111 (Psychopathology), CEPD 6141 (Professional Community Counseling), and CEPD 7112 (Career Counseling) are strongly advised. Students who have not completed their master's degree in community counseling from the CEP department must work closely with their advisor in developing a program that will meet the educational requirements for licensure in Georgia as an LPC.

Alternative Certification Program

The department offers an initial certification/non-degree program in school counseling for those who hold a master's degree (or higher) in counseling and who meet the M.Ed. admission requirements. This program requires at least 24 hours to complete.

COUNSELING AND EDUCATIONAL PSYCHOLOGY COURSES (CEPD)

(All courses carry three hours credit unless otherwise noted.)

CEPD 6101 Psychology of Classroom Learning

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 curricula 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

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 areas of self-awareness.

CEPD 6130 Behavior Modification

Theoretical formulations and practical applications of behavioral techniques, especially as they apply to management and control of behavior in the school.

CEPD 6131 Counseling Theories

An introduction to selected, prominent counseling theories with emphasis placed upon short-term therapies. 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 6140 Introduction to Counseling Practice

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, and the developmental history of the counseling profession, as well as ethical, legal, and professional issues.

CEPD 6141 Professional Community Counseling

This course provides an overview of professional community counseling, including a historical perspective, ethical and legal issues, licensure, certification, and other credentialing, and rules and functions of professional community counselors. Students will have opportunities to interact with community counselors and clients, assess community mental health needs, and learn about the organization and function of community counseling agencies. Additionally, counseling implications of multiculturalism and technology will be discussed.

CEPD 6142 Special Issues in Community Counseling

Prerequisite: CEPD 6141

This course is devoted to exploring special issues in community counseling based upon students' individual interests and goals.

CEPD 6143 Professional Counseling Orientation

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 6150 Tests and Measurement

This course is concerned with the theory and practice of educational and psychological measurement. The focus is on the technology of measurement rather than on the development of skill in the use of any given measuring instrument. Classroom test construction will be emphasized.

CEPD 6151 Psychological Appraisal

Methods for the assessment of individuals in counseling will be taught, including clinical interviewing techniques, mental status exam, test selection, administration, scoring, interpretation, and reporting of results. The selection and interpretation of assessment tools will be organized around the symptoms of mental and emotional disorders as defined in the latest edition of the *APA Diagnostic and Statistical Manual*.

CEPD 6160 Group Counseling

Prerequisite: CEPD 6131, CEPD 6140

This course introduces group work as practiced in community agencies and schools. The principles and practices of group procedures and the nature and types of groups useful in specific settings will be included.

CEPD 6161 Advanced Counseling Methods

Prerequisite: CEPD 6140

Emphasizes the mastery of attending, responding, action, and termination strategies necessary to assist clients progress through the stages of counseling. Focuses on the counseling skills that facilitate client self-understanding, client goal-setting, and client action.

CEPD 6180 Professional School Counselor

This course is a foundational course to prepare school counselors as leaders who strengthen elementary, middle and secondary education and who 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 areas — advocacy, brokering of services, collaboration, counseling, effective use of data, and leadership, are introduced. Technology will be integrated throughout the course.

CEPD 6185 Internship: Community Counseling 0/2-18/1-9

Prerequisite: CEPD 6187, 6189, and consent of department

Advanced professional counseling experience for graduate students in community counseling program must be taken for a maximum of 6 hours credit as part of the M.Ed. program. May be repeated for credit as part of the Ed.S. program with prior approval of advisor.

CEPD 6186 Internship: School Counseling var. 1-9

Prerequisite: CEPD 6187, 6180, and consent of department

Advanced professional counseling experience for graduate students in school counseling.

CEPD 6187 Practicum: School Counseling 0/3/3

Prerequisite: CEPD 6131, 6140, 6160, and consent of department

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 6189 Practicum: Community Counseling

Prerequisite: CEPD 6131, 6140, and consent of department

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 on-site 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 *Practicum and Internship Handbook*.

CEPD 7110 Child Development

This course is designed primarily for professional educators. It provides an advanced level of knowledge of existing theories of human development and requires students to apply theoretical information to life experiences with children. Contexts of development will include the home, school, and community. The child's development will be examined within the context of life-long potentials, taking into account cultural diversity, as well as differences in background, values, and other areas of individual difference.

CEPD 7111 Psychopathology

This course is designed to 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* and the multiaxial 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 Counseling

This course focuses on career development as related to guidance and counseling across the life span. Particular emphasis is placed on the study of the world of work, career development for students and clients, and applied career theories. Counseling strategies are emphasized in the context of advocacy for equal access opportunities for all students.

CEPD 7130 Assessment and Effective Use of Data

Internet access is required, and students must have access to the most current versions of SPSS and Microsoft Excel. Labs on campus will provide access to these requirements.

The purpose of this course is to help educational leaders in training to 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 area for support when needed, and how to use test data to advocate and effect change within the school, school system, and community.

CEPD 7132 Gestalt

An introduction to Gestalt Therapy as a conceptual theory and a psychotherapeutic practice. This course will cover the historical and theoretical development of Gestalt Therapy as well as specific therapeutic strategies. Same as PSYC 7132.

CEPD 7133 Transactional Analysis

An overview of Transactional Analysis with emphasis on application for personal growth and professional development. The course will cover the historical and theoretical development of transactional analysis, as well as specific strategies for personal and professional development. Same as PSYC 7133.

CEPD 7134 Family Therapy: Theory and Practice

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

Prerequisite: CEPD 6140 and CEPD 6131

An in-depth study of cognitive-behavioral therapy and its applications 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 Play Therapy

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

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 and Education

An examination of selected issues relevant to understanding multicultural lifespan differences, counseling process, and practice.

CEPD 7140 Counselor as Leader

This course emphasizes “theory to practice” by providing experiences that allow students to assess and develop their Personal Leadership Profile, and by providing knowledge of social, economic, and political power. Special emphasis is placed on the development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change through establishing collaboration within schools and between schools and communities.

CEPD 7150 Advocacy and Brokering of Services

This course emphasizes the values, knowledge, and skills required for effective advocacy and brokering of services through consultation and collaboration. Use of data to identify needs, remove barriers and mobilize resources from the school and the community in order to increase options for students and clients are primary themes throughout the course. Special attention is placed on equal access to rigorous educational experiences for all students and on access to community resources for all clients.

CEPD 7151 Pre-School Assessment

A course presenting techniques and methods to evaluate the developmental readiness of pre-school pupils.

CEPD 7152 Research and Program Evaluation

Prerequisite: CEPD 6149 or 6151

Internet access is required, and students must have access to the most current versions of SPSS and Microsoft Excel. Labs on campus will provide access to these requirements.

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. 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 7181 Independent Study**var. 1-3**

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**var. 1-3**

Prerequisite: Consent of advisor and/or instructor

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**var. 1-3**

Title and description of specific courses to be inserted at time of offering. May be repeated for credit.

CEPD 7186 Counseling Parents of Exceptional Children

The course emphasizes the integration of guidance and counseling procedures with parents of exceptional children into the total educational program for exceptional students. The course is based upon the fact that involvement for parents of exceptional children is essential from a legal and educational perspective. Communication skill training through written exercises and role playing activities is stressed. The family is studied so that teachers and counselors can collaborate with families with exceptional members. Ethical and legal issues are presented to guide professionals working with parents of exceptional children.

CEPD 7187 Guidance in the Elementary School

Prerequisite: CEPD 6180

This course focuses on the development of functional skills necessary for integration of counseling activities into elementary school curriculum. The focus is on the role of the counselor in classroom guidance, counseling, consultation, program design, curriculum and administration of special programs.

CEPD 8102 Lifespan Human Development

This course is a study of human growth and development from birth through aging and death. The course focuses on the physical, cognitive, social, personality, and emotional development as a series of progressive changes resulting from the biological being's interaction with the environment. These changes will be studied within historical, multicultural, and special-needs contexts of development.

CEPD 8131 Advanced Theories of Counseling

An in-depth study of the theories of counseling for advanced students in school or community counseling programs.

CEPD 8140 Advanced Group Counseling

Prerequisite: CEPD 6160 or equivalent

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 Clinical Supervision in Counseling

Prerequisite: admission to Ed.S. program

An overview of theory, research, and practice of psychotherapeutic approaches to counselor supervision. This course emphasizes developing clinical supervisory skills and understanding the major roles and responsibilities in counselor supervision.

CEPD 8150 Individual Psychological Testing

Training in administering, scoring, and interpretation of Wechsler, Binet, and other psychological scales.

CEPD 8151 Psychological Projective Testing

This course is devoted to providing the student with the use of individual projective tests as diagnostic instruments under the supervision of staff.

CEPD 8183 Research Project

var. 1-3

Prerequisite: consent of instructor and advisor

Every research project presented in partial fulfillment of the requirements for an Ed.S. degree must involve independent study and investigation, explore a definite topic related to the major field, and meet the standards for research writing approved by the Graduate School.

CEPD 8184 Research Seminar

Prerequisite: EDRS 6401 or equivalent; admission to Ed.S. program

The course presents an applied approach to learning the methodology of research. This approach includes studying printed materials about research and conducting brief studies.

CEPD 8190 Advanced Practicum: School Counseling

Prerequisite: CEPD 6187/6189

Practical experience with actual individual clients in school (P-12) and agency settings. These counseling sessions may be taped and critiqued by the Practicum instructor. May be repeated for credit.

CEPD 8191 Advanced Practicum: Community Counseling

Prerequisite: CEPD 6189

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 8197 School Guidance Program Development

This course is designed to enable school counselors to engage in strategic planning to improve their 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.

Media**Department of Media and Instructional Technology**

Ed. Annex 138 678-839-6558 coe.westga.edu/mit/

Professors, E. Bennett, D. Putney; **Associate Professor,** D. Baylen; **Assistant Professor,** M. Bray, C. Goldberg, L. Haynes, J. Huett, P. Snipes

Learning Outcomes

For the learning outcomes for all programs refer to the web site coe.westga.edu/mit/index.html and follow the link for New Students to Program Outcomes.

Media—M.Ed.

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 two program tracks: (1) media specialist with certification and (2) instructional technology with no exit certification. Students who want school library media specialist certification and do not have, or are not eligible for, Georgia teaching certificates may need additional hours.

In track 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.

Track two candidates are provided with opportunities to prepare them for work in P-12 settings as instructional technologists. The focus is on developing skills that are essential to effective technology planning, integrating technology into the classroom curriculum, problem solving for technology-related issues, and making use of formative and summative data for technology decisions.

All master's programs require a bachelor's degree from a regionally accredited institution.

Both tracks require 3 hours in educational psychology, 3 hours in curriculum, and 3 hours in research. In addition, track-one candidates must take 27 hours in school library media, and track-two candidates must take 27 hours in media and instructional technology.

Media Education—Ed.S.

This program provides advanced preparation for school library media specialists, 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 tracks: (1) School Library Media and (2) IT. Admission requires a master's degree in any field. 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 is required. Track one candidates take 3 hours of educational psychology, 12 hours of required media and instructional technology courses, 6 hours of educational research and program evaluation, and 6 hours of electives in media and instructional technology. Track two candidates take 3 hours of educational psychology, 6 required hours and 12 elective hours in media and instructional technology, as well as 6 hours of educational research and program evaluation. Students receiving an Ed.S. in Instructional Technology may not enroll in the Masters Instructional Technology Program upon completion of their Ed.S. degree.

Initial and Add-On Certification

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

MEDIA AND TECHNOLOGY COURSES (MEDT)

(Prerequisite to all graduate courses: admission to the media program or permission of the instructor. All courses carry three hours credit unless otherwise noted).

MEDT 6401 Instructional Technology

Prerequisite: MEDT 2401 or equivalent

An overview of communication and technology as it relates to teaching and learning, including the design, production and utilization of materials and operation of audiovisual equipment and microcomputers. This course will meet the Georgia Technology certification requirement.

MEDT 6461 Administration of the School Media Center

An overview of the procedures in planning, administering and evaluating a school library media program.

MEDT 6462 Administration of Instructional Technology Programs

An overview of the procedures in planning, grant writing, administering and evaluating instructional technology programs in the schools. Leadership skills, managing people and resources, effective training techniques, and trends and issues associated with leadership in the use of instructional technology are emphasized.

MEDT 6463 Cataloging

Introduction to classification systems with emphasis on Dewey Classification System, Sears Subject Headings, and social networking factors related to authority control.

MEDT 6464 Reference Sources and Services

An introduction to basic information sources and development of reference skills.

MEDT 6465 Selection and Materials

An overview of current materials, including all genre of print and non-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 6466 Media Program

An overview and practical experiences in designing and implementing the total school library media program. Integration of information literacy skills throughout the school curriculum is emphasized.

MEDT 6467 Technology for Media Services

Prerequisites: MEDT 6401 or equivalent; MEDT 7461

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 6468 Automating School Media Centers

Prerequisites: MEDT 6463; MEDT 6467

An introduction to school library media automation procedures including CIP, AACR2, and MARC records, and the operation and maintenance of automation systems.

MEDT 6487 Practicum

Current issues in school media centers will be examined. Documentation of all field experiences completed throughout the program will be compiled. An electronic program portfolio will be developed and prepared for sharing with peers and instructors. This course must be taken during the last semester of the program.

MEDT 6491 Internship in Instructional Technology**0/2-6/1-3**

Supervised internship in a school or training environment. Provides students with experience in applying instructional technology principles and techniques.

MEDT 7461 Instructional Design

The course provides an overview of systematic approaches to instructional planning, development, and evaluation.

MEDT 7462 Internet Tools, Resources, and Issues in Education

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 Integrating Technology into the Curriculum

Techniques for incorporating technology into the curriculum based on current learning theories. Cooperative planning and teaching between the teacher and the media specialist and infusion of information skills into classroom activities will be stressed.

MEDT 7465 Resources for Children and Young Adults

An overview of current resources for children and young adults to support teaching and learning. Non-fiction and digital resources are included. Students will design, develop, and produce resources appropriate to their situation.

MEDT 7466 Digital and 35mm Photography

Exploration of basic principles of photography including the elements of light, subject, camera, film, and composition. Digital and 35mm instructional applications of photography in the workplace, developing black and white negatives and prints, shooting high-quality digital photographs, and how to enhance digital photographs are covered.

MEDT 7467 Web Design for Instruction

Prerequisite: MEDT 6401 or Instructor's Permission

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 Introduction to Multimedia

Prerequisite: MEDT 6401 or equivalent

A survey of basic elements and technical aspects of multimedia. Included are selection of hardware and software, design principles, hands-on production, classroom applications, and discussion of issues and useful resources.

MEDT 7469 Supervision of School Library Media Programs

Prerequisite: 30 graduate hours

A study of the supervision of the school library media program from the district perspective. A field-based experience is included.

MEDT 7470 Videotape Production and Utilization

An advanced course in the design and production of video instructional materials. Classroom utilization of video will be included.

MEDT 7471 Data Networks for Instruction

Prerequisite: 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 Education

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 7481 Independent Project

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 on topics, studies, and projects in the area of specialty.

MEDT 7482 Directed Readings var. 1-3

Prerequisite: Consent of advisor and instructor

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's knowledge, skill, and motivation. An integrated research paper of the reading is required.

MEDT 7485 Special Topics in Media var. 1-3

Prerequisite: Consent of department chair

Individually designed studies of topics in media or instructional technology focused on the student's area of specialty.

MEDT 7494 Educational Workshop var. 1-3

Prerequisite: Consent of department chair

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

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 8463 Issues in Instructional Technology

Prerequisite: Basic computer skills; restricted to Ed.S. students only

Advanced topics in the theory, selection, production, and utilization of technology-based instructional materials will be examined, and issues, trends, and problems in instructional technology will be emphasized.

MEDT 8464 Issues in School Library Media

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 Seminar I 3/0/3

This course examines mixed methods (both quantitative and qualitative) used in media and instructional technology. Because the course addresses both theoretical and practical dimensions of educational research, every student is expected to study exemplary research studies through printed materials. Students are also expected to conduct action research studies in school settings and start developing an electronic research portfolio. This seminar will also introduce computer-based data analysis packages commonly used in instructional technology research.

MEDT 8485 Research Seminar II

3/0/3

Prerequisite: MEDT 8484

This course is designed to extend students' empirical research experiences and to 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 student's Ed. S. orals.

RESEARCH COURSES (EDRS)*(see pages 253-254)***Middle Grades Education****Department of Curriculum and Instruction****Ed. Annex 217 678-839-6559 coe.westga.edu/CI/**

Associate Professors, H. Ramanathan; **Assistant Professors**, A. Nazzal, D. Saurino, P. Saurino

Learning Outcomes

The Department of Curriculum and Instruction utilizes the five core propositions of the National Board of Professional Teaching Standards (NBPTS) for our graduate programs. See www.nbpts.org.

Middle Grades Education—M.Ed.

Applicants must have an undergraduate degree in middle grades education or meet eligibility for level 4 certification in middle grades education with at least a 2.7 GPA, at least 400 on verbal and 400 on analytical or quantitative sections of GRE test taken before October 2002. Tests taken after October 2002 require minimum verbal and quantitative scores and a minimum GRE Analytical Writing test score of 3.5, and a program of study developed by an advisor. Students also may take the MAT. The passing score for this program is 396. Students with undergraduate majors in other fields may be admitted provisionally. The program consists of a minimum of 36 semester hours of course work.

Courses taken for the program include 9 hours in professional education courses, 15 hours in content specialization courses, 3 hours in research, and 9 hours in electives.

Middle Grades Education—Ed.S.

The program provides advanced preparation in teaching, research, and planning for persons involved in education programs with children. Applicants must have a master's degree in middle grades education or meet eligibility for a level 5 certificate based on master's level work in middle grades education with at least a 3.0 GPA on all graduate work attempted, at least 450 on verbal and 450 on analytical or quantitative sections of GRE test taken before October 2002. Tests taken after October 2002 require verbal and quantitative scores and a minimum GRE Analytical Writing test score of 4.5, and a program of study developed by an advisor. Students also may take the MAT. The passing score is 400.

Alternative Certification Program

A non-degree initial preparation program is available in the field of middle grades education. Applicants must have earned a baccalaureate degree and meet admission requirements for teacher education. Individual programs of study are

developed based upon an evaluation of experience and completed academic study. Apply for admission to the Graduate School by calling 678-839-6419.

MIDDLE GRADES EDUCATION COURSES (MGED)

(All courses carry three hours credit unless otherwise noted.)

MGED 6212 Home, School, and Community Partnerships

Course is designed to aid in the understanding of the effects of home, school, and community on the lives of middle school students and how partnerships between these elements can enrich the educational experience.

MGED 6271 Middle Grades Curriculum

Exploration of the 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 pre-adolescent in today's society.

MGED 6285 Special Topics in Education

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

MGED 7254 Seminar in Teaching Composition

Theory and practice in composing processes and in planning and teaching composition.

MGED 7261 Strategies for Teaching Language Arts

Exploration of techniques and strategies for teaching the five strands (reading, writing, listening, speaking, and understanding technology and mass media) of language arts in the middle grades.

MGED 7262 Strategies for Teaching Social Studies

Exploration of techniques and strategies for teaching the social studies in the middle grades.

MGED 7263 Strategies for Teaching Mathematics

Exploration of techniques and strategies for teaching mathematics in the middle grades.

MGED 7264 Strategies for Teaching Science

Exploration of techniques and strategies for teaching science in the middle grades.

MGED 7271 Issues in Middle Grades Education

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

var. 1-3

This course enables students to prepare an independent project under the direction of a full-time college faculty member.

MGED 7282 Directed Readings in Education

var. 1-3

Concentrated readings and review of research studies and literature relative to areas of significance to middle level education.

MGED 7287 Practicum

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.

MGED 7294, 7295, 7296 Educational Workshop **var. 1-3**

These workshops allow a student to pursue an area of professional interest in greater depth as well as investigate issues and new developments in the field of specialization.

MGED 8282 Continuing Research **1**

Prerequisite: Ed.S. student

This course is for Ed.S. students in Middle Grades Education who are not enrolled in course work while working to complete a research project in connection with MGED 8283 or 8284.

MGED 8283 Research Project

Prerequisite: EDRS 6301 or 6302, and MGED 8284

The student carries out a research project approved by his or her committee, orally defends the project upon its completion, and presents four final copies for binding.

MGED 8284 Research Seminar (Middle Grades)

Prerequisite: EDRS 6301 or 6302

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

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.

P-12 EDUCATION COURSES

(see pages 277-278)

Physical Education

Department of Physical Education and Recreation

Row Hall 123A 678-839-6530 coe.westga.edu/per/

Professor, L. Gaskin; Assistant Professors, R. Abbott, F. Butts, L.M. Hatfield, B. Heidorn, J. Johnson, C. Mowling

Physical Education—M.Ed.

The M.Ed. is designed to qualify graduate students for the T-5 certificate to teach health and physical education at all grade levels. Applicants must hold an undergraduate degree in physical education from an accredited college or university and possess a clear renewable teaching certificate in physical education. They also must have a grade point average of at least 2.5 on a 4.0 scale. A minimum GRE score of 400 on the verbal section and 400 on either the quantitative or

analytical section, whichever is higher, is required on tests taken before October, 2002. Tests taken after October, 2002, require verbal and quantitative scores of at least 400 and a minimum analytical writing score of 3.5, or an MAT score of 396 to 401. Three letters of recommendation also must be provided.

Applicants who hold an undergraduate degree and are not certified to teach health and physical education but meet all other admission requirements may be admitted “provisionally” while fulfilling requirements to become certified to teach in P-12 schools (see Certification Program).

The master’s degree in physical education provides further study in the discipline. Inherent in the program is a broad-based approach that includes coursework in education, physical education, and health. The program prepares individuals for leadership positions in physical education. The program consists of 36 hours of coursework, including 9 hours of professional education core courses, 24 hours of physical and health education courses, and 3 hours of approved electives.

Learning Outcomes

Students will demonstrate that they:

- Have gained advanced knowledge in the disciplines of health education and physical education with particular emphasis on movement and exercise, current issues, and legal issues,
- Can apply advanced knowledge to current teaching assignments,
- Understand the importance of research in their discipline, and
- Have developed a broader understanding of the education profession and of how students learn.

Physical Education—Ed.S.

The Education Specialist degree in physical education is an advanced program of study designed for experienced educators. Students complete the program with a research experience to integrate coursework and enhance their effectiveness as teachers and administrators. The 27-hour program includes 3 hours in professional education, 12 hours in physical education, 6 hours in research, and 6 hours in electives.

Learning Outcomes

Students will demonstrate that they:

- Understand and can apply theoretical basis of knowledge in the discipline of physical education
- Can apply new knowledge to current teaching assignments
- Are developing skills as consumers and producers of research in their field
- Can write in a scholarly manner
- Have a broader understanding of human development

Certification Program

Applicants who hold an undergraduate degree and are not certified in physical education but meet all of the other requirements for admission to the graduate program may be admitted to the M.Ed. program “provisionally” while fulfilling requirements to become certified to teach in P-12 schools. Applicants also must meet admission requirements for teacher education.

Fulfilling teacher certification prerequisites in physical education at UWG requires graduate students to complete undergraduate courses that are offered only during fall and spring semesters during the day, including field experiences in P-12 schools. These certification courses, usually requiring at least 30-40 semester hours, are in addition to the 36 hours required for the M.Ed. and should be taken concurrently with required graduate classes. The Praxis I or GACE basic skills assessment must be passed or exempted before enrolling in the first teacher education (certification) class. No more than 9 graduate hours may be completed before certification classes are begun. The M.Ed. degree will not be awarded until all prerequisite courses, including certification at the T-4 level, required master's courses, and oral exam, have been completed.

A graduate advisor in the Department of Physical Education and Recreation will develop an individual program of study based on an evaluation of experience and academic background. This analysis carries a fee of \$25.

PHYSICAL EDUCATION COURSES (PHED)

(All courses carry three hours credit unless otherwise noted.)

PHED 6622 Current Issues in Physical Education and Sport

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

Designed to bring educators up-to-date on the extensive health concerns of school-aged children. Responsibilities of school personnel in relation to health problems.

PHED 6638 Legal Issues in Physical Education and Sport

Examination of major legal issues in physical education and sport. Emphasis on providing educationally and legally sound programs of activity that reduce risk of litigation.

PHED 6667 Foundations of Nutrition

Knowledge and application of nutritional information to assist school personnel who teach children about components of a sound diet.

PHED 6670 Movement for Children in Physical Education and Sport

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

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. Planning for involvement in several clinical experiences.

PHED 7614 Organization and Administration of Physical Education and Sport

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 Analysis of Motor Performance and Motor Learning

Principles of learning as they relate to the acquisition and development of motor skills and motor performance.

PHED 7620 Scientific Foundations of Exercise

Study of various factors affecting human performance and physiology for anaerobic and aerobic training and conditioning, range of motion, flexibility, and skill development in physical activities.

PHED 7626 Sociological and Psychological Aspects of Physical Education and Sport

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 7669 Supervision in Health and Physical Education

Seminar/laboratory experience in supervision of the health and physical education teacher and health and physical education student teacher in the public schools.

PHED 7671 Curriculum Development in Physical Education and Sport

Designed to help students learn the tools necessary to plan a comprehensive school curriculum, with emphasis placed on the development of the total K-12 curriculum in physical education. Issues of power, voice, and the hidden curriculum will be addressed. Alternatives to traditional curricular patterns will be researched and planned.

PHED 7681 Independent Project

Prerequisite: Approval of advisor and instructor

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

Prerequisite: Approval of department

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

Prerequisite: Approval of department

Titles and descriptions of specific courses will be specified at time of offering. May be repeated for credit.

PHED 7691, 7692, 7693 Educational Workshop var. 1-3

These workshops allow a student to pursue an area of professional interest in greater depth as well as issues and new developments in the field of specialization.

PHED 8603 Educational Facilities

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

Designed to enable teachers to understand and teach issues of a controversial nature, especially sex education and drug education. Knowledge and strategies for teaching are examined.

PHED 8661 Critical Analysis of Professional Literature in Physical Education and Sport

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

Prerequisite: EDRS 6401, 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 rationale and a written report of methods, results, and conclusions.

Reading Education**Department of Curriculum and Instruction**

Ed. Annex 217 678-839-6559 coe.westga.edu/CI/

Associate Professors, C. Doheny, D. Harkins, R. Reigner; Assistant Professors, J. Ponder

Learning Outcomes

The Department of Curriculum and Instruction utilizes the five core propositions of the National Board of Professional Teaching Standards (NBPTS) for our graduate programs. See www.nbpts.org. In addition, the Reading Education Program utilizes the standards for reading professionals as developed by the International Reading Association.

Reading Education - M.Ed.

Applicants must have an undergraduate degree and a teaching certificate. A master's degree in reading education can be achieved by completing a 36-hour program. The program consists of 3 hours in psychological background, 9 hours in language/assessment, 15 hours in reading concentration, 3 hours in literature, 3 hours in research and 3 hours in approved electives.

Reading Add-On

The Reading Add-On is designed for graduate students who have level 5 certificates and a master's degree in a teaching field other than reading. It includes the 3 Reading Endorsement courses plus 2 additional graduate level courses in reading. Successful completion of the 5 graduate reading courses enables candidates to take the appropriate GACE exam in Reading and apply for the Reading Specialist certification granted by the state licensing commission.

Reading Endorsement

The Reading Endorsement is a series of 3 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 3 courses qualifies certified teachers to apply for the Reading Endorsement which is added to a teaching certificate. All 3 courses can be transferred into the Master's in Reading degree program.

READING COURSES (READ)

(All courses carry three hours credit unless otherwise noted.)

READ 6262 Methods and Materials in the Teaching of Reading

An introduction to the skills, approaches, materials and methods of reading instruction.

READ 6285 Special Topics

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

READ 7201 Applied Reading

var. 1-3

The course helps teachers integrate and apply reading skills in the classroom while they increase competency as literacy teachers in their content area. Credit hours each semester will vary.

READ 7260 Reading Strategies and Authentic Assessments

The course includes examination and implementation of reading strategies for children with varying cognitive and personality styles of learning and diverse needs. Discussions, construction, and development of authentic portfolio assessments (utilizing technological applications) will be used to understand children's reading progress.

READ 7261 Content Reading

The course includes a thorough examination of reading skills peculiar to various subject matter areas. Application of reading strategies, thematic units that integrate the content areas, and reflections on related research concerning students of diverse cultures will be implemented throughout the course.

READ 7262 Trends in Reading Instruction

Seminar in the areas of current and historical issues confronting the reading professional.

READ 7263 Diagnosis and Correction of Reading Problems

The purpose of this course is to introduce the student to formal and informal instruments for the evaluation of reading problems and to provide teachers with strategies for addressing specific reading problems in classroom and clinical situations for children from diverse cultures.

READ 7264 Clinical Practice in Reading

Supervised clinical experience in the diagnosis and treatment of reading disabilities.

READ 7265 Literature Based Reading

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 7269 Supervision in Reading

Prerequisite: Consent of department chair

A study of the philosophies, responsibilities, and techniques of supervision in reading programming. A field-based placement is required. Normally offered in the summer.

READ 7271 Reading Theory, Development, and Practices

A seminar / discussion course dealing with the teaching of reading at the primary level (PK-5), including an introduction to skills, approaches, materials, methods, and philosophies. Significant literature will be reviewed from a current and historical perspective.

READ 7281 Independent Study**var. 1-3**

Preparation of an independent project under the direction of a full-time college faculty member.

READ 7282 Directed Readings in Education**var. 1-3**

Concentrated readings and review of research studies and literature relative to areas of significance to reading education.

READ 7285 Special Topics

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

Secondary Education**Department of Curriculum and Instruction**

Ed. Annex 217 678-839-6559 coe.westga.edu/CI/

Associate Professor, J. Butler; Assistant Professor, D. Saurino

Learning Outcomes

The Department of Curriculum and Instruction utilizes the five core propositions of the National Board of Professional Teaching Standards (NBPTS) for our graduate programs. See www.nbpts.org.

French Language Teacher Education – M.Ed.

Applicants must hold or be eligible for a Level 4 Clear Renewable Teaching Certificate in the field, and meet other admission requirements of the Graduate School. The program consist of 36 semester hours. This includes 6 semester hours of Professional Education, 6 hours of Education Speciality (Curriculum and Methodology), 15 hours of Content Specialization, 3 hours of Research, and 6 hours of approved Electives.

Spanish Language Teacher Education – M.Ed.

Applicants must hold or be eligible for a Level 4 Clear Renewable Teaching Certificate in the field, and meet other admission requirements of the Graduate School. The program consist of 36 semester hours. This includes 6 semester hours of Professional Education, 6 hours of Education Speciality (Curriculum and Methodology), 15 hours of Content Specialization, 3 hours of Research, and 6 hours of approved Electives.

Secondary Education—M.Ed.

The subject matter fields for the M.Ed. in secondary education are English, French, mathematics, science, and social studies. The programs are designed to

meet the needs of those who already hold a level-4 certificate. The student follows the same subject matter areas of concentration in which the level-4 certificate was earned. The 36-hour programs include courses in professional education, specialty content, and approved electives. Applicants must have or meet eligibility requirements for level-4 certification in the same teaching field with at least a 2.7 GPA, at least 400 on verbal and 400 on analytical or quantitative sections of GRE tests taken before October 2002. Tests taken after October 2002 require verbal and quantitative scores and a minimum GRE analytical writing test score of 3.5, and a program of study developed by an advisor.

Secondary Education—Ed.S.

The Education Specialist degree with a major in Secondary Education is offered with a concentration in English, mathematics, science, or social studies. These programs provide 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, research, and the teaching field. Applicants must have a master's degree in the same teaching field or meet eligibility for a level-5 certification based on master's level work in the same teaching field with at least a 3.0 GPA on all graduate work attempted, at least 450 on verbal and 450 on analytical or quantitative sections of GRE tests taken before October 2002. Tests taken after October 2002 require verbal and quantitative scores and a minimum GRE analytical writing test score of 4.5, and a program of study developed by an advisor.

SECONDARY EDUCATION COURSES (SEED)

(All courses carry three hours credit unless otherwise noted.)

SEED 7251 Teaching Geometry in the Secondary School

Addresses pedagogical methods and content of geometric concepts underlying mathematics programs.

SEED 7252 Environmental Education for Teachers

An issue-based course dealing with the problems and principles related to the conservation of the environment and global sustainability.

SEED 7254 Seminar in Teaching Composition

Theory and practice in composing processes and in planning and teaching composition.

SEED 7261 Advanced Instructional Strategies for English Education

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

Designed for investigation and assessment of and research into the teaching of social studies with implications for strategies and curriculum needs at the secondary level.

SEED 7263 Advanced Instructional Strategies for Science Education

Designed for investigation and assessment of and research in the teaching of science with implications for strategies and curricular needs at the secondary level.

SEED 7264 Advanced Instructional Strategies for Mathematics Education

Designed for continued professional growth of mathematics teachers as they investigate and evaluate current issues, practices, and resources in mathematics education.

SEED 7271 Advanced Study of the Secondary School Curriculum

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 **var. 1-3**

This course enables students to prepare an independent project under the direction of a full-time college faculty member.

SEED 7282 Directed Readings in Education **var. 1-3**

Concentrated readings and review of research studies and literature relative to areas of significance to secondary education.

SEED 7287 Practicum

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.

SEED 7294, 7295, 7296 Educational Workshop **var. 1-3**

These workshops allow a student to pursue an area of professional interest in greater depth as well as investigate issues and new developments in the field of specialization.

SEED 8260 Trends and Issues in Secondary Education

Prerequisite: SEED 7261, 7262, 7263, or 7264

Designed for investigation and assessment of, as well as research into, teaching at the secondary level with implications for strategies and curriculum needs in high schools.

SEED 8282 Continuing Research **1**

Prerequisite: Enrolled in Ed.S. program

This course is for Ed.S. students in Secondary Education who are not enrolled in coursework while working to complete a research project or to remove an IP grade in connection with SEED 8283 or 8284.

SEED 8283 Research Project

Prerequisite: EDRS 6301 or 6302, and SEED 8284

The student carries out a research project approved by his or her committee, orally defends the project upon its completion, and presents four final copies for binding.

SEED 8284 Research Seminar (Content Field)

Prerequisite: EDRS 6301 or 6302

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 secondary education.

SEED 8297 Professional Issues Seminar

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 vary from semester to semester.

Special Education and Speech-Language Pathology

Department of Special Education and Speech-Language Pathology

Ed. Annex 212 678-839-6568 coe.westga.edu/sedslp/

Professor, M. Hazelkorn (Chair); **Associate Professors**, M. Cooper, M. Larkin; **Assistant Professors**, J. Bucholz, M. Frazier Trotman, K. Harris, J. Jackson, A. Shook

Learning Outcomes

The learning outcomes for the students who complete the Master of Education in Special Education are taken from the National Boards Professional Teaching Standards Commission's (NBPTS) Five Core Standards (www.nbpts.org) and the NBPTS Exceptional Needs Standards. Students who seek certification in Special Education, Director of Special Education, or Supervision also must meet the Council for Exceptional Children's Performance-Based Standards Special Education Administration.

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 leads to the Certificate of Clinical Competence through the American Speech-Language Hearing Association (ASHA). Students are expected to meet learning outcomes that are aligned with ASHA standards.

Special Education and Speech-Language Pathology—M.Ed.

The areas of concentration for the M.Ed. lead to Georgia State Certification in:

- Special education or
- Speech-language pathology

Special Education

June 1, 2007, the Department intends to offer an M.Ed. in Special Education in the areas of General Curriculum and Adapted Curriculum. Students who currently are not certified in special education may obtain initial certification while completing the M.Ed. degree in the area of General Curriculum.

For regular admission to the General Curriculum or Adapted Curriculum programs for students who have a Level 4 professional, clear, renewable certificate in special education, the applicant must have:

- Minimum GPA of 2.7
- MAT minimum score of 396-401; or a combined GRE score of 800 (with minimum scores of 400 on the verbal section and 400 on the quantitative

section) and a GRE analytical writing score of 3.5

- 3 strong letters of recommendation
- Other criteria as determined by the department (e.g., on-site writing sample, departmental interview, etc.)

For regular admission to the General Curriculum Program for students who do not hold a Level 4 professional, clear, renewable certificate in special education, the applicant must have:

- GACE Basic Skills or Praxis I or exempted scores
- Minimum GPA of 2.7
- MAT minimum score of 396-401; or a combined GRE score of 800 (with minimum scores of 400 on the verbal section and 400 on the quantitative section) and a GRE analytical writing score of 3.5
- 3 strong letters of recommendation
- Other criteria as determined by the department (e.g., on-site writing sample, departmental interview, etc.)

The M.Ed. in Special Education – General Curriculum is a 36 hour program with 30 hours in the special education core and 6 hours of electives. For those students who do not have a clear, renewable, professional teaching certificate in special education, the General Curriculum track can also lead to certification by completing the required prerequisite and co-requisite courses (an additional 21 hours) while completing the M.Ed. program. Courses meet the National Board for Professional Teaching Standards – Exceptional Needs Specialist/Early Childhood through Young Adulthood and the Council for Exceptional Children standards.

The M.Ed. in Special Education – Adapted Curriculum is a 36 hour program with 3 semester hours of Characteristics, 6 semester hours of curriculum, 15-21 semester hours in the content field, 3 semester hours in research, and 3-6 semester hours of electives. Courses meet the National Board for Professional Teaching Standards – Exceptional Needs Specialist/Early Childhood through Young Adulthood and the Council for Exceptional Children standards.

Speech Language Pathology (Applicants are accepted for the fall term only.)

For admission to the speech-language pathology program, the applicant must have:

- Undergraduate GPA of 3.0
- Combined GRE scores of 1000 with minimum scores of 500 on the verbal section and 500 on the quantitative section and a GRE analytical writing score of 4.0
- Three strong letters of recommendation
- Interview with speech-language pathology faculty
- On-site writing sample

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. Prior to taking pre-requisite courses, students must be eligible for admission to teacher education, which includes passing or exempting Praxis I. Students planning to work in the P-12

setting must take 12 credit hours in addition to SLPA courses in order to obtain certification. Additional requirements may be incurred as the program of study is planned.

Endorsements

In addition to the degree programs in Special Education, endorsements are available in the areas of instructional supervision and director of special education. For more information about these programs see page 245.

Special Education – Ed.S.

The program has been designed to meet the needs of teachers certified in Special Education who have completed a Master of Education degree, or the equivalent, in special education or speech-language pathology. Two strands are offered: Special Education Administration and Curriculum Specialist. Admission requirements are as follows:

- Master of Education degree, or the equivalent, in special education or speech-language pathology
- Minimum 3.4 GPA
- Minimum of 450 on the verbal and 450 on the quantitative section of the GRE and analytical writing score of 4.5

The courses and experiences will be selected so that the sixth-year program will require a minimum of 27 semester hours. See Department of Special Education advisors for specific program sheets and development of a program of study.

Alternative Certification Programs

Initial Certification

The Department intends to phase out the Post Baccalaureate Non-Degree Initial Certification programs. Effective June 1, 2007, the programs will no longer accept new applicants. Students who are currently enrolled in these programs must decide by June 1, 2008, or prior to the completion of the 12th hour of graduate credit, whether they intend to finish the non-degree initial certifications programs or complete the Master of Education degree.

Add-On Certification

Effective 2007-2008, the non-degree programs for adding the additional certification in the fields of interrelated or learning disabilities/behavior disorders will no longer be available. Students who currently are enrolled in these programs need to complete the program within two years.

SPECIAL EDUCATION COURSES (SPED)

(All courses carry three hours credit unless otherwise noted.)

SPED 6706 Special Education in the Regular Classroom

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 & Requirements in Special Education

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.

SPED 6713 Characteristics of the Gifted

Prerequisite: Hold 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

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 that can be provided within school and other settings are included.

SPED 6715 Educational Characteristics of Learners: Mild Disabilities

Prerequisite: SPED 6706 or equivalent.

This course focuses on the educational characteristics of students with mild disabilities who are included in the general education curriculum. It emphasizes knowledge of state and federal disability definitions; theoretical approaches for understanding disability characteristics; and the impact of diversity on individuals, families, and communities. Support systems and resources to assist students with disabilities as well as appropriate technologies for functioning in the general curriculum are reviewed.

SPED 6716 Characteristics and Assessment: Severe Disabilities

Prerequisites: SPED 6706 and 3702 or equivalents.

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

Prerequisite: SPED 6706 or equivalent.

This course introduces M.Ed. General Curriculum and M.Ed. Adapted Curriculum program requirements and exit qualifications, 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.

SPED 6723 Ecological Development of Exceptional Learners

Prerequisite: SPED 6706, 6715, and CEPD 6101 or equivalents.

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 6761 Classroom Behavior Management

Prerequisites: SPED 6706 and 6715/6716 or equivalents.

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

Prerequisite: SPED 6713

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

Prerequisite: SPED 6714

A study and application of curriculum, methods, classroom organization, and management for students identified as having emotional behavior disorders (EBD), specific learning disabilities (SLD), and mild mental retardation (MMR) in elementary programs.

SPED 6765 Curriculum and Methods: Secondary

Prerequisite: SPED 6714

A study and application of curriculum, methods, classroom organization and management for students identified as having emotional behavior disorders (EBD), specific learning disabilities (SLD), and mild mental retardation (MMR) in middle grades and secondary programs.

SPED 6766 Instructional Strategies for Mild Disabilities

Prerequisites: SPED 6706 and 6715 or equivalents.

This course focuses on the study and application of instructional strategies, methods, and curriculum for students with mild disabilities whose primary focus of instruction is in the general education curriculum.

SPED 6767 Differentiated Instruction for Exceptional Learners

Prerequisites: SPED 6706 and 6715 or equivalents.

This course assists in preparing educators to enter educational settings ready to operate within the new paradigm of differentiation of instruction and collaboration within schools. 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 & Instructional Strategies: Severe Disabilities

Prerequisite: SPED 6716 or equivalent.

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

Prerequisites: SPED 6716 and 6771 or equivalents.

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 6784 Seminar: Research Studies in Special Education

Prerequisite: EDRS 6301 or EDRS 6302

Current problems and research in the field of special education.

SPED 6791 Practicum: Interrelated

Prerequisite: SPED 6714, 6764, and 6765

Supervised practicum in an approved setting in which students identified as having a range of disabilities (specific learning disabilities, emotional behavioral disorders, mental retardation) are being served. Includes meetings and outside readings/assignments, as well as in-program activities. Note that the expected time commitment for this course is at least 100 hours and should be completed towards the end of a student's program to be sure that he or she has met all disabilities/level areas. The course may be repeated for up to 6 hours. Application for field experience is required in advance.

SPED 6792 Practicum I: Special Education**0/6/3**

Prerequisite: Admission to Teacher Education; Advance application for field experience required prior to enrollment.

Supervised practicum in an approved setting in which students identified as having specific disabilities appropriate to certification in Special Education – General Curriculum 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 student's program.

SPED 6793 Practicum II: Special Education**0/6/3**

Prerequisite: Advance application for field experience required prior to enrollment.

Supervised practicum in an approved setting in which students identified as having disabilities appropriate to the specific program (in Special Education-General Curriculum or Special Education-Adapted Curriculum) are being served. Includes meetings and outside readings/ assignments as well as in program activities. Course is designed to be taken toward/at the end of the student's program.

SPED 7701 Program Planning and Evaluation

This course is designed to assist the educator in developing and maintaining an appropriate service delivery model for exceptional students. Strategies used to assess program effectiveness are discussed.

SPED 7702 Technology in Special Education

Prerequisites: SPED 6706 and MEDT 3401 or equivalents.

An examination of instructional and assistive technology designed to enhance service delivery to students with disabilities, with an emphasis on students participating primarily 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 Administration of Special Education Programs

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. Field experience required.

SPED 7705 Urban and Multicultural Issues in Special Education

Prerequisite: SPED 6706 or equivalent.

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 7721 Assessment in Special Education

Prerequisite: SPED 6715 and 6723

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), or mild mental retardation (MMR).

SPED 7722 Collaboration: Families, Professionals & Students

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 a 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 7723 Psychoneurology of Learning

Prerequisite: SPED 6714

This course focuses on the psychoneurological issues that impact many students today in 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 & Inclusion: Severe Disabilities

Prerequisites: SPED 6716 and 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, transdisciplinary 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

Prerequisite: 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 Autism: Characteristics and Instruction

Prerequisites: SPED 6716 and 6761 or 3703 or equivalents or permission of instructor.

This course will provide students with an overview of autism, including historical, philosophical and educational foundations and research. The goal of this course is to connect these foundations and research to current educational practice in order to best serve students with autism in various educational settings.

SPED 7727 Communication and Assistive Technology: Severe Disabilities

Prerequisite: SPED 6716 or equivalent.

This class addresses two important aspects related to instruction of pupils with significant cognitive disabilities. The communication component of the 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 programs, including both low-tech and high-tech resources and applications.

SPED 7765 Learning Strategies and Content Enhancement

Prerequisites: SPED 6706, 6715, and 6766 or equivalents or permission of instructor.

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 high incidence 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 7766 Direct Instruction Methodology for Reading and Mathematics
Prerequisites: SPED 6706, 6715, and 6766 or equivalents 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 achievement in these areas. Teachers also become 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

Prerequisite: SPED 3703 or 6761 and 6716 or equivalents.

This course is the study of the development of intervention strategies for students with challenging behaviors. These intervention strategies will be based on positive behavioral supports, functional behavior assessment, and functional analysis procedures.

SPED 7781 Independent Project in Special Education var. 1-3

Preparation of an independent project under the direction of the major professor.

SPED 7782 Directed Readings in Special Education var. 1-3

Concentrated readings and review of research studies and literature relative to areas of significance in education.

SPED 7785 Special Studies in Special Education var. 1-3

Title and description of specific courses to be inserted at time of offering. May be repeated for credit.

SPED 7786 Supervision of Special Education

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

Prerequisite: SPED 3702 or CEPD 4150

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 Issues in Special Education

In-depth study of new issues in special education, their implementation, and evaluation.

SPED 8771 Curriculum Design and Implementation

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 Research Project

Prerequisite: EDRS 6301 or EDRS 6302 or equivalent

The design and implementation of a research project in special education.

SPED 8784 Research Seminar

A study of special education research design, reference sources, computer service, and the compilation of a review of literature on a specific topic.

SPEECH-LANGUAGE PATHOLOGY (SLPA)

(All courses carry three hours credit unless otherwise noted.)

SLPA 6701 Stuttering: Theory and Research

Prerequisites: Admission to Teacher Education; 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

Prerequisites: Admission to Teacher Education; 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 6703 Organic Communication Disorders

Prerequisites: Admission to Teacher Education; advisor permission.

This course is designed to cover the biological and neurological aspects of organic speech disorders. The course addresses etiologies, characteristics, prevention, assessment, and intervention procedures and issues associated with organically based communication disorders, including cleft palate and craniofacial disorders.

SLPA 6704 Neuropathologies of Language

Prerequisites: Admission to Teacher Education; advisor permission.

Advanced study of the etiology, characteristics, assessment, and intervention principles involved in acquired language and related disorders in adults. Topics include aphasia, traumatic brain injury, dementia, and right hemisphere dysfunction.

SLPA 6705 Advanced Assessment of Speech-Language Disorders

Prerequisites: Admission to Teacher Education; 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/Rehabilitation

Prerequisites: Admission to Teacher Education; 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

Prerequisites: Admission to Teacher Education; SLPA 3760 or equivalent; 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 6740 Motor Speech Disorders

Prerequisite: Admission to Teacher Education; 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 & Treatment of Dysphagia**3/0/3**

Prerequisite: Admission to Teacher Education; 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

Prerequisites: Admission to Teacher Education; 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; 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

Prerequisites: Admission to Teacher Education; 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 Seminar in Speech-Language Pathology

Prerequisites: Admission to Teacher Education; advisor permission.

This seminar course covers the fundamentals of behavioral statistics, scientific research as it relates to issues and trends in the area of speech-language pathology, and the design and development of a scientific research project in communication disorders.

SLPA 6785 Special Topics in Speech-Language Pathology

Prerequisites: Admission to Teacher Education; advisor permission.

Title and description of specific courses to be inserted at time of offering. May be repeated for credit. Max hrs. = 3 Repeat limit = 2

SLPA 6790 Advanced Clinical Practicum: Speech-Language Pathology I 1/0/1

Prerequisite: Admission to Teacher Education; advisor permission

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 information 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 Advanced Clinical Practicum: Speech-Language Pathology II

Prerequisites: Admission to Teacher Education; advisor permission; SLPA 6790; SLPA 6761.

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 moderate communication disorders; assignments of clients will be dependent upon student's prior success in SLPA 6790, upon 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 information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 4-5 clients seen in group sessions twice weekly.

SLPA 6792 Advanced Clinical Practicum: Speech-Language Pathology III

Prerequisites: Admission to Teacher Education; advisor permission; SLPA 6761; SLPA 6790; SLPA 6791.

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 disorders; assignments of clients will be dependent upon student's prior success in SLPA 6790, SLPA 6791, upon 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 information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 10-12 clients in group and individual sessions 2-3 times weekly.

SLPA 6793 Advanced Clinical Practicum: Speech-Language Pathology IV

Prerequisites: Admission to Teacher Education; advisor permission; SLPA 6761; SLPA 6790; SLPA 6791; SLPA 6792.

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, upon prior academic, and clinical experiences, and verified by the clinic 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 10-12 clients in group and individual sessions 2-3 times weekly.

SLPA 6794 Medical Externship in Speech-Language Pathology 6/0/6

Prerequisites: Admission to Teacher Education; advisor permission; SLPA 6761; SLPA 6790; SLPA 6791; SLPA 6792; SLPA 6793.

This course will provide 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.

SLPA 6796 Internship: Speech-Language Pathology 9/0/9

Prerequisite: Admission to Teacher Education; advisor permission; SLPA 6761; SLPA 6790; SLPA 6791; SLPA 6792; SLPA 6793; SLPA 6794

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 6798 Student Teaching Seminar

Prerequisites: Admission to Teacher Education; advisor permission; SLPA 4790; SLPA 4791; SLPA 6790; SLPA 6791; SLPA 6792; SLPA 6793; SLPA 6794; must be taken concurrently with SLPA 6796.

An introduction to issues, topics, materials, and skills appropriate to the teaching experience. This course is designed to be taken concurrently with the student teaching internship. The course should augment the classroom experience of students through case studies, projects, and seminars which include university and other resource persons.

SLPA 7720 Language and Literacy

Prerequisites: Admission to Teacher Education; 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 assessments and intervention procedures and strategies related to reading and literacy development.

ED.D. IN SCHOOL IMPROVEMENT

Ed. Annex

678-839-6079

coe.westga.edu/edd/

Faculty who support the doctoral program through teaching and serving on dissertation committees come from all colleges and units within the University of West Georgia.

Mission Statement

The mission of the Doctor of Education in School Improvement program is to develop change agents and transformational leaders who, through collaboration with colleagues, schools, and communities, initiate sustainable systemic change in the schools they serve. The program is grounded in research knowledge and skills, technological competence, teaching and learning processes, and commitment to diversity. Graduates will plan strategically and design, implement, and document the impact of educational improvement programs that bring all students to high levels of academic achievement.

Program Overview

The Ed.D. in School Improvement focuses on preparing teachers, school administrators, and other educational practitioners who can initiate and model effective teaching and learning and who can effect and sustain change in schools. The major strands of study, expanded knowledge about teaching and learning for a diverse student population, effective use of research data and student assessments, and the development of leadership abilities, will result in the ability to design, implement, and evaluate school improvement projects.

The hallmarks of graduates of this program will be as follows: 1) the use of research findings to stimulate educational renewal, 2) a relentless commitment to collaboration within schools to discover new ways to enhance student learning, 3) a tireless commitment to use both research and collaboration to help all students achieve high standards of learning, and 4) the selective use of technology to discover new and evolving strategies for enhancing student learning.

This 60-hour program is designed for school personnel who will complete the program in the evenings, on weekends, and during the summer through various delivery systems. A variety of assessments will measure candidates' progress in achieving the required competencies, including the development and presentation of a portfolio and a school-based dissertation.

Student Rights

Formal policies and procedures for filing written student complaints can be found in *Connection and Student Handbook*, Appendix A through M.

Admission Criteria

Documentation of the following is required as part of the application process.

1. Applicants must have a graduate degree in Education from an accredited institution and Level 5 certification or equivalent.
2. A cumulative minimum graduate grade point average (GPA) of 3.0 on a 4.0 scale.

3. A minimum composite score on the Graduate Record Examination (GRE) of 1000 with at least 450 on the verbal section and 450 on the quantitative or analytical section is required for tests taken before October 2002. Tests taken after October 2002 require verbal and quantitative scores.
4. A 500-750 word essay that indicates the applicant's personal goals and suitability for the Ed.D. program.
5. Three strong recommendations on the Ed.D. recommendation form from individuals who can speak to the applicant's work in school improvement.
6. Applicants must have at least three years of experience in private or public schools.
7. A vitae listing contact information, educational background, employment history, experiences with school improvement, awards and recognitions, presentations, etc.
8. Applicants must provide documentation of their supervisor's support for their doctoral studies and related activities.
9. Applications must provide a signed acknowledgement of the Ed.D. in School Improvement mission statement.
10. Satisfactory Certificate of Immunization is required for new students only.

The deadline for complete applications is February 21. All application documents should be sent directly to the Graduate School. After the complete application has been received by the Graduate School, it is sent to the Director of the Ed.D. program. Applicants are invited to campus for a required orientation session and asked to complete a writing sample responding to a school improvement prompt. Selected applicants will be invited back for an interview. Cohorts are finalized in April, and coursework begins during Summer session.

Curriculum

Teaching and Learning (12 hours)

- Models of School Improvement and Reform
- State and Local Applications of School Improvement
- Instructional Leadership that Facilitates School Improvement
- Doctoral Seminar I: Examination of Change

Leadership for School Improvement (12 hours)

- Leadership for Change
- Leadership for Diversity in the 21st Century
- Principals of Legal and Ethical Leadership
- Doctoral Seminar II: Examination of Leadership

Research and the Effective Use of Data (10 hours)

- Research Processes for Change
- Collecting and Analyzing Data for Change
- Applying the Research Cycle for Change

Specialty Content Courses (15 hours)

- Up to nine hours beyond the masters degree may be applied toward the Ed.D. degree, with approval.

- Coursework to be applied toward the Ed.D. degree must have been completed within ten years of admission to the Ed.D. degree program, must have been applicable toward a graduate degree at the institution where the credit was earned, and must have been awarded a grade of B or higher.
- At least three of the 15 hours must be taken from the College of Arts & Sciences and/or College of Business.
- All 15 hours must be approved in advance by the program Director.

Dissertation (11 hours minimum)

Learning Outcomes

The Doctoral Program in School Improvement utilizes six strands in the Core Competencies, which are linked to the College of Education Conceptual Framework, to articulate the knowledge, skills, and dispositions graduates of the program will evidence.

- School Improvement and Reform – Moving schools and stakeholders in directions that enhance student learning and social development and ultimately benefit society
- Leadership – Influencing others toward a shared commitment to a common purpose
- Understanding and using the knowledge base on effective teaching and learning to initiate teacher development and school improvement
- Research and the Effective Use of Data – Understanding, conducting, and applying impactful research in school improvement and reform
- Scholarly Persuasion – Engaging in rational discussion informed by and grounded in the knowledge base and research in education and school improvement
- Technology – Developing sound technological literacy that impacts professional competence and school improvement

SCHOOL IMPROVEMENT COURSES (EDUC)

(All courses carry three hours credit unless otherwise noted.)

EDUC 9923 Leadership for Diversity in the 21st Century

This course will encourage a culturally pluralistic and global perspective on the equitable education of culturally and linguistically diverse student populations. Students in this 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. Students will design their own research initiatives to examine, evaluate, and/or develop curricular materials.

EDUC 9925 Principles of Legal and Ethical Leadership

This course is an advanced study of legal and ethical issues, including the federal mandate to educate students with disabilities, that impact school improvement. Students will create a school improvement project to educate students or colleagues about legal, ethical, or special education issues.

EDUC 9933 Leadership for Change

This course addresses the theories and processes of change in societies, cultures, and organizations with particular emphasis on change within the educational system. As all leaders need skills for building trust, developing high involvement, and helping people maximize their performance in order to lead change, course content will include a study of human dynamics as related to effecting change. Completion of this course will enable students to effectively use theories and processes of social change in their role as change agents within their own educational environments.

EDUC 9941 Models of School Improvement and Reform

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.

EDUC 9942 State and Local Applications of School Improvement

Prerequisite: EDUC 9941

This course overviews school improvement initiatives and efforts at the state and local levels. Students identify issues in these reports and policies and explore the knowledge base to determine the extent to which the initiatives are supported by research. Students develop foundational skills for communicating this information to professional and lay audiences.

EDUC 9943 Instructional Leadership that Facilitates School Improvement

Prerequisite: EDUC 9942

This course prepares students to be instructional leaders in their educational settings. The knowledge base in effective teaching, motivation and learning, and staff development are explored and analyzed as vehicles for teacher and school improvement. Students build foundational skills in developing personal positions from the knowledge base and communicating those positions effectively to target audiences.

EDUC 9961 Research Processes for Change

This course is an advanced study of educational research traditions emphasizing the process of inquiry. Students examine the philosophical, historical, theoretical, and methodological foundations of positivist and phenomenological studies in education. Students critically analyze different forms of educational research designs including quantitative and qualitative research, action research, and program evaluation.

EDUC 9962 Collecting and Analyzing Data for Change

Prerequisite: EDUC 9961

This course focuses on the collection and analysis of data sources relevant in the educational studies and emphasizes analysis of work samples, observations, inquiry data, artifacts, and standardized test scores. Students become skilled at using methods of authentic assessment to evaluate student learning. In addition, students examine strategies for thematic analysis of observational and inquiry data. Throughout the course students collect and analyze school improvement data.

EDUC 9963 Applying the Research Cycle for Change

1/2/2

Prerequisite: EDUC 9962

This course is a school-based research experience during which students conduct a school improvement project across two semesters. 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, implement a theoretically-based intervention or innovation related to their research problems, and collect and analyze data for the purpose of answering research questions. Emphasis is placed on the cyclical, continuous process of research for school improvement. Must be taken sequentially across two semesters (F, Sp.)

EDUC 9964 Advanced Quantitative Methods and Program Evaluation

Prerequisite: EDUC 9963

This course emphasizes advanced methods of analysis of quantitative data. Students also learn the fundamentals of evaluating programs in the schools. In this course, each student develops a proposal for the evaluation of a program in his or her school.

EDUC 9984 Doctoral Seminar I: Examination of Change

This seminar provides a vehicle for establishing thematic links among courses during the first year of the doctoral program. It builds connections between coursework and field experiences and provides a forum for addressing current educational issues, new and emerging technologies, and new educational initiatives. The seminar orients students to the processes of conducting scholarly research, developing a professional portfolio, and completing a doctoral dissertation.

EDUC 9985 Doctoral Seminar II: Examination of Leadership

This seminar provides a vehicle for establishing thematic links among courses during the second year of the doctoral program. It builds connections between coursework and field research experiences. It provides a forum for addressing current educational issues and initiatives and new and emerging technologies. The seminar guides students through the steps of developing a professional portfolio, and completing a doctoral dissertation.

EDUC 9986 Selected Issues in School Improvement

1-3 hours

This course provides a means of addressing special topics that may arise related to school improvement activities, research, and the education literature. Specific topics will be identified at the time the course is offered. The course may be repeated for variable credit from 1-3 hours for a maximum of 6 hours.

EDUC 9998 Research for Doctoral Dissertation

1-15 hours

Prerequisite: Consent of dissertation chairperson and admission to candidacy

Students develop and carry out an independent research project in school improvement. A minimum of eleven semester hours in this course is required for graduation. Continuous enrollment is required while working on the dissertation project.

Supplementary Certification (Endorsements)

The following endorsements may be added to educators' certificates as indicated.

1. Teacher Support Services - 6 semester hours of graduate credit as follows:
 - EDLE 7313, Supervision Skills for Teacher Support Specialist
 - EDLE 7386, Internship for Teacher Support Specialist
2. Teacher Leader Endorsement - 6 semester hours of graduate credit as follows:
 - EDLE 6329, Supervision of Instruction
 - EDLE 6327, Professional Learning
3. Gifted Education – 12 semester hours of graduate credit as follows:
 - SPED 6713, Characteristics of the Gifted
 - SPED 6763, Curriculum and Methods for Exceptional Children – Gifted
 - SPED 7701, Program Planning and Evaluation
 - CEPD 6150, Test and Measurement (if not already taken, e.g., at undergraduate level)
4. English to Speakers of Other Languages (ESOL) – 9 semester hours of graduate credit as follows:
 - PTED 7240, Issues in Applied Linguistics & Second Language Acquisition
 - PTED 7241, Teaching English as a Second Language: Methods & Materials
 - PTED 7242, Language-Minority Education & Culture
5. Reading Endorsement – 9 semester hours of graduate credit as follows:
 - READ 7263, Diagnosis and Correction of Reading Problems
 - READ 7271, Reading Theory, Development, and Practices
 - READ 7201, Applied Reading



Central campus features an aesthetic view and wide walkways leading to the newest classroom building, the Technology-enhanced Learning Center, Ingram Library, the new Campus Center, and the University Community Center.

OTHER COURSES OF INSTRUCTION

Courses are listed with degree programs where applicable.

Anthropology
Chemistry
Educational Research
French
Geology
Mathematics
Natural Science
P-12 Education
Philosophy
Physics
Spanish
Sport Management

Courses numbered 6000 and above are open only to students admitted for graduate study. Courses numbered 5000-5999 carry graduate credit if the student is admitted for graduate study and completes the extra work assigned by the instructor.

ANTHROPOLOGY (ANTH)

(All courses carry three hours credit.)

ANTH 5102 Archaeological Field Research

Prerequisite: Graduate level standing or consent of instructor
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

Prerequisite: Graduate level standing or consent of instructor
A survey of the pre-Columbian cultural development of North America north of Mexico.

ANTH 5117 Archaeology of Georgia

Prerequisite: Graduate level standing or consent of instructor
An overview of the pre-Columbian cultural development of Georgia.

ANTH 5132 Human Life Cycle in Cross-Cultural Perspective

Prerequisite: Graduate level standing or consent of instructor
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

Prerequisite: Graduate level standing or consent of instructor
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

Prerequisite: Graduate level standing or consent of instructor
Study of selected African cultures with emphasis on social organization, belief system, history, and politics.

ANTH 5170 Myth, Magic and Religion

Prerequisite: Graduate level standing or consent of instructor
A comparative and cross-cultural approach to religious systems and theories on the anthropology of religion.

ANTH 5175 Ethnohistory

Prerequisite: Graduate level standing or consent of instructor
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

Prerequisite: Graduate-level standing or consent of instructor

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 5900 Directed Reading**var.1-3**

Prerequisite: ANTH 1102 or consent of the instructor

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

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. The end product will be an appropriate scholarly product that will be presented to the anthropology faculty.

CHEMISTRY (CHEM)

(All courses carry three hours credit unless otherwise noted.)

CHEM 5003 History and Philosophy of Science

A study of the historical development of major areas of science and the philosophical examinations of scientific methods and results.

CHEM 5081 Independent Study**var. 1-3**

Prerequisite: Consent of department

A topic is chosen in consultation with a faculty member.

CHEM 5083 Faculty Directed Research**var. 1-3**

Prerequisite: Consent of the department

A research project carried out under the guidance of a faculty member. Both 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

Prerequisite: CHEM 3521

This course will familiarize the student with considerations of modern instrument design and applications. The physical basis of such techniques as optical spectroscopy, mass spectrometry, NMR, laser spectroscopies, and electron spectroscopies. Analog and digital electronics will be introduced.

CHEM 5340 Surface Chemistry

Prerequisite: CHEM 3521

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 1

Prerequisite: CHEM 3521

This laboratory course is designed to familiarize a student with 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 var. 1-4

Prerequisite: Consent of department

This course provides the student with 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

Prerequisite: CHEM 2422

This course covers a wide variety of medicinal drugs, their actions in the body, and ultimately their metabolism and excretion.

CHEM 5422 Organic Chemistry II

Prerequisite: CHEM 2411

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 1

Co-requisite: CHEM 2411L

Emphasis of this laboratory will be on synthesis. Characterization of organic substances will be included.

CHEM 5485 Advanced Topics in Organic Chemistry var. 1-4

Prerequisite: CHEM 2422

Building upon the student's background in organic chemistry, this course will explore in greater depth selected advance 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

Prerequisite: MATH 2644, PHYS 2212; co-requisite, MATH 3303

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

Prerequisite: CHEM 5521

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 laws 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**var. 1-4**

Prerequisite: CHEM 3522

Building upon the student's 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 5611 Structure and Bonding**3**

Prerequisite: PHYS 2212; CHEM 3522

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**3**

Prerequisite: CHEM 5611

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 elements are explored and nuclear models are compared.

CHEM 5685 Advanced Topics in Inorganic Chemistry**var. 1-4**

Prerequisite: Consent of department

Advanced topics in inorganic chemistry exposes the students to current topics and problems in the field of inorganic chemistry.

CHEM 5711 Biochemistry I

Prerequisite: CHEM 3310K, 2422

The first of a 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, Krebs'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

Prerequisite: CHEM 5711, MATH 2644

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 (fluorescence, circular dichroism, laser spectroscopy), mass spectrometry, and x-ray crystallography.

CHEM 5720L Biochemistry Laboratory 2

Prerequisite: CHEM 5711, MATH 2644; co-requisite: CHEM 5712

The laboratory course will emphasize the principles discussed in the lecture courses Biochemistry I and Biochemistry II. Half of the course will place emphasis 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 var. 1-4

Prerequisite: Consent of department

Course is designed for pre- and in-service teachers. Title and description of this course to be specified at time of offering. May be repeated for credit. May be used for major or minor credit in chemistry only by consent of department.

CHEM 5885 Selected Topics in Chemical Engineering

Prerequisite: Consent of department

Title and description of course to be specified at time of offering. May be repeated for credit.

CHEM 5920 Environmental Chemistry 4

Prerequisite: CHEM 3310K

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, and current environmental problems. The laboratory will consist of EPA-approved methods of analyses.

CHEM 5930 Chemical Kinetics

Prerequisite: MATH 2644 and CHEM 5521, 5412

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

Prerequisite: CHEM 3310K, 5412

Commercial production of everyday and specialty chemicals will be discussed with emphasis on raw materials, chemistry, equipment, and 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:**var. 1-4****An Integrated Approach**

Prerequisite: CHEM 2422, 3310K, and 3521

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 bio-chemistry.

For additional CHEM courses, open only to students pursuing the M.Ed. degree, see **Natural Science NTSC 7585—Selected Topics for Early Childhood Teachers, NTSC 7685—Selected Topics for Middle Grades Teachers, and NTSC 7785—Selected Topics for Secondary Teachers.**

EDUCATIONAL RESEARCH (EDRS)**EDRS 6301 Research in Education**

The study of the general principles of qualitative and quantitative research design with an emphasis on students becoming consumers of educational research.

EDRS 6302 Research Methods in Educational Studies

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

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 8301 Planning Research in Education

Prerequisite: EDRS 6301, EDRS 6302, or equivalent

This course is designed for students planning to conduct a research project as part of their specialist degree requirements. 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 (Introduction, Review of Literature, and Methods sections).

EDRS 8302 Quantitative Analysis in Educational Research

Prerequisite: EDRS 6301, 6302, or equivalent

The 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

Prerequisite: EDRS 6301, 6302, or equivalent

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 studied through the design and implementation of a research project.

EDRS 8304 Data Analysis in Educational Research

Prerequisite: 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 requirements. 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.

FOREIGN LANGUAGES (FORL)**FORL 5300 Seminar in Global Studies**

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

Provides and advanced introduction to the principles of action research in the foreign language classroom. Students learn techniques for action research and complete a research proposal.

FORL 6010 Topics in Language Education 3/0/3

Prerequisite: Admission to Teacher Education and FORL 4502 (or equivalent)

Content variable. Focuses on issues related to applied linguistics, foreign language acquisition, and/or pedagogical approaches. Topics include: Foreign Language Curriculum Planning, Discourse in the Foreign Language Classroom, Community-Based Learning, and Culture in the Classroom. Course may be repeated for credit as topic varies.

FORL 6100 Issues in Applied Linguistics and Secondary Language Acquisition 3/0/3

Prerequisite: Admission to Teacher Education

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**

Prerequisite: Permission of instructor

This course is designed for students seeking a 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

Prerequisite: Permission of instructor

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

1-3/0/1-3

Prerequisite: Consent of instructor/Graduate level standing

Open only to MAT enrolled students who wish to write a Master's Thesis. The student 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)

(All courses carry three hours credit unless otherwise noted.)

FREN 6150 Linguistics and Literary Theory

Prerequisite: Consent of instructor

A study of the intersection of theoretical linguistics and literary theory. Examines ways in which language as a broadly defined linguistic category interrelates to literary and cultural documents as viewed through the lens of twentieth century Francophone theorists and linguists.

FREN 6210 French Literature and Film

Prerequisite: Consent of instructor

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

Prerequisite: Consent of instructor

A study of selected works by major French writers of the twentieth century.

FREN 6230 French Drama

Prerequisite: Consent of instructor

A study of the 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

Prerequisite: Consent of instructor

Introduces the French textual analysis method, "explication de texte." Focus on art of versification and the technical terms used in in-depth literary analysis of works selected from major literary movements.

FREN 6250 Translation

Prerequisite: Consent of instructor

An introduction to the theory and practice of translation. Intensive practice in the translation of texts in French representative of various academic disciplines.

FREN 6310 Francophone Civilization

Prerequisite: Consent of instructor

An introduction to the cultural diversity of the French-speaking world through the study of authentic materials from Europe, Africa, the Caribbean, and Canada.

FREN 6320 French Civilization and Culture

Prerequisite: Consent of instructor

An exploration of French civilization and culture through the literature and arts of France. This course shows the relevance of literature and the arts in expressing the most fundamental aspects of French civilization. Students are afforded a tour of the French-speaking world through the reading of selected literary works ranging from the Middle Ages through the twentieth century. Lectures on major cultural aspects of twentieth century life in France complement this study. .

FREN 6785 Special Topics in French

Prerequisite: Consent of Department Chair

Readings, reports, and/or directed study abroad.

GEOLOGY (GEOL)**GEOL 5003 Gemorphology**

Prerequisite: GEOL 1121 or GEOG 1053

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

4

Prerequisite: GEOL 1121, CHEM 1211, 1222 or consent of department

Chemical realms of the earth and geologic materials, chemistry of geologic processes, geochemical cycles, and special topics.

GEOL 5024 Paleontology

4

Prerequisite: Consent of department

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 paleonecology.

GEOL 5034 Sedimentation and Stratigraphy

4

Prerequisite: GEOL 3024, 3034, 4034, or consent of department

Course illustrates how observations from sediments and sedimentary rocks in the field and laboratory can be used to identify formative processes and depositional environments. This metrology is central to the analysis of depositional basin and to an understanding of the geologic time scale.

- GEOL 5044 Engineering Geology** 4
 Prerequisite: GEOL 3024 and 3034
 Considerations of the geological processes by which commercial deposits of the major metals, non-metals, and the fossil fuels are developed. Includes geologic management practices in mineral resources development.
- GEOL 5063 Plate Tectonics**
 Prerequisite: GEOL 3024, 3034, or consent of department
 A study of the processes of crustal evolution by plate tectonics. Topics include a brief review of geophysical techniques, discussions of plate tectonics and seafloor-spreading, and a survey of mountain building processes through time.
- GEOL 5074 Regional Applications of Field Geology** 4
 Prerequisite: Consent of department
 An intense, four-week field excursion providing 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** var. 1-3
 Prerequisite: consent of department
 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** var. 3-4
 Prerequisite: consent of department
 Title and description of course to be specified at the time of offering. May be repeated for credit.
- GEOL 7004 Earth Science for Secondary Science Teachers** var. 3-4
 Prerequisite: consent of department
 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**
 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. The course will examine the fossil record, evolution, and the history of life on this planet.
- GEOL 7154 Earth Science for Elementary Teachers** var. 3-4
 Prerequisite: consent of department
 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 7584 Selected Topics for Elementary Teachers** var. 3-4
 Prerequisite: consent of department
 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

var. 3-4

Prerequisite: consent of department

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.

For additional GEOL courses, open only to students pursuing the M.Ed. degree, see **Natural Science NTSC 7585—Selected Topics for Early Childhood Teachers, NTSC 7685—Selected Topics for Middle Grades Teachers, and NTSC 7785—Selected Topics for Secondary Teachers.**

MATHEMATICS (MATH)

(All courses carry three hours credit unless otherwise noted.)

MATH 5003 Dynamical Systems

Prerequisite: MATH 2644

A computational introduction to dynamical systems. Topics include discrete and continuous systems, bifurcations, stability, and chaos: Julia and Mandelbrot sets applications to Biology and Physics.

MATH 5013 Numerical Analysis

Prerequisite: MATH 2644

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, and systems of linear and ordinary differential equations.

MATH 5043 Number Theory

Prerequisite: MATH 2853 and 3003

An in-depth study of selected topics in number theory.

MATH 5103 Operations Research

Prerequisite: MATH 2644

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 5153 Applied Mathematical Modeling

Prerequisite: MATH 2644

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 individually and as part of a group.

MATH 5203 Mathematical Probability

Prerequisite: MATH 2853

A calculus-based statistics course with a strong emphasis on probability theory. Exercises are both theoretical and applied, including 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

Prerequisite: MATH 5203

A continuation of MATH 5203, including sampling distributions, estimation, hypothesis testing, regression, analysis of variance, and nonparametric tests.

MATH 5233 College Geometry

Prerequisite: MATH 3003 or consent of department

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

Prerequisite: MATH 3243

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

Prerequisite: MATH 3353

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, and Lyapounov's second method and applications.

MATH 5353 Complex Analysis

Prerequisite: MATH 3243

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

Prerequisite: MATH 3353

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

Prerequisite: MATH 3413

The first of an in-depth, rigorous two-course study in topics in the theory of groups, rings, and fields.

MATH 5423 Abstract Algebra II

Prerequisite: MATH 5413

A continuation of MATH 5413. Topics include linear groups, group representations, rings, factorization, modules, fields, and Galois Theory.

MATH 5473 Combinatorics

Prerequisite: MATH 3003

An introduction to combinatorics. Topics include the pigeonhole principle, combinations, permutations, distributions, generating functions, recurrence relations, and inclusion-exclusion.

MATH 5483 Graph Theory

Prerequisite MATH 3003

An introduction to the fundamental concepts of graph theory. Topics include isomorphisms, Euler graphs, Hamiltonian graphs, graph colorings, trees, networks, and planarity.

MATH 5513 Linear Algebra I

Prerequisite: MATH 2853 and 3003

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

Prerequisite: MATH 5513

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

Prerequisite: MATH 3003 or consent of department

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 5803 Analysis of Variance

Prerequisite: MATH 3063 and 4113

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

Prerequisite: MATH 3063

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

Prerequisite: MATH 3063, 4113, 4203, or equivalent

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 designs, and factorial designs. Use of technology will be an integral part of this course.

MATH 5833 Applied Nonparametric Statistics

Prerequisite: MATH 3063 or equivalent

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

Prerequisite: MATH 3063 or equivalent

This course will consider applied principles and approaches for conducting, designing, and analyzing a survey.

MATH 5885 Special Topics in Applied Statistics

Prerequisite: Dependent upon course title

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**var. 1-3**

Courses in selected areas upon demand. Titles will be specified at time of offering.

MATH 7053 Survey of Calculus for Teachers

An overview of calculus with an emphasis on algebraic and trigonometric functions.

MATH 7103 A Technology Oriented Survey of Statistics

This course includes basic statistical concepts and statistical tests such as t 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

Prerequisite: Admission to MAT Program

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

Prerequisite: Admission to MAT Program

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 Mathematics for In-Service P-8 Teachers

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

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

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

Prerequisite: MATH 3803 or consent of department

(Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in mathematics.) 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.

MATH 7513 Trigonometry and Calculus for In-Service P-8 Teachers

Prerequisite: MATH 3803 (or equivalent) or consent of department

An introduction to the foundations of trigonometry, analytic geometry, and calculus. Designed especially for teachers of grades P-8. Helps provide a better understanding of the content, scope, and sequence of the P- 12 mathematics 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

Prerequisite: MATH 2008

(Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in mathematics.) Special emphasis for teachers of grades P-8. Broadens understanding of the fundamental concepts of probability and statistics, with particular attention to specific methods and materials of instruction

MATH 7533 Number Theory for In-Service P-8 Teachers

Prerequisite: MATH 2008

(Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in mathematics.) Elementary number theory with emphasis on relevance to teaching at the P-8 level.

MATH 7603 An Introduction to the History of Mathematics

Prerequisite: Completion of core-level mathematics, ENGL 1102 or consent of instructor

The development of mathematics from prehistoric times through late nineteenth century/early twentieth century is explored. Emphasis is given to key people, problems, and cultural influences for various historic periods that have shaped what we think of as contemporary mathematics.

MATH 7985 Special Topics in Mathematics

Graduate courses in selected areas. Title will be specified at time of offering.

NATURAL SCIENCE (NTSC)

(All courses carry three hours credit unless otherwise noted.)

NTSC 7585 Selected Topics for Early Childhood Teachers var. 1-4

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 var. 1-4

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** var. 1-4
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.

P-12 EDUCATION (PTED)

(All courses carry three hours credit unless otherwise noted.)

- PTED 6214 Techniques of Instructional Management and Discipline**
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 7240 Issues in Applied Linguistics and Second Language Acquisition**
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.
- PTED 7241 Teaching English as a Second Language: Methods and Materials**
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 7242 Language-Minority Education and Culture**
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, sociocultural, and theoretical foundations of multicultural education, the importance of cross-cultural communication, including relationships between nonverbal and verbal language systems, and 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 7243 Strategies in Foreign Language Education (P-12)**
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 K-12.

PTED 7244 Multicultural Education

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

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

Significant factors which affect curriculum are studied. Attention is given to the integration and coordination of curriculum throughout the schools.

PTED 7281 Independent Project**var. 1-3**

Preparation of an independent project under the direction of a full-time college faculty member.

PTED 7282 Directed Readings in Education

Concentrated readings and review of research studies and literature relative to areas of significance to P-12 education.

PTED 7287 Practicum

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, 7295, 7296 Educational Workshop**var. 1-3**

These workshops allow a student to pursue an area of professional interest in greater depth as well as issues and new developments in the field of specialization.

PHILOSOPHY (PHIL)**PHIL 5100 Phenomenology****3/0/3**

Prerequisite: PHIL 3110 or 3150

A historical examination of such twentieth-century phenomenologists as Husserl, Heidegger, Sartre, Merleau-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 var. 1-3
 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 3/0/3
 An examination of a topic in philosophy that transcends the boundaries of the fixed curriculum. Requires permission of the department chair to repeat.

PHYSICS (PHYS)

PHYS 5203 Advanced General Physics for Teachers 3/0/3
 Prerequisite: 10 hours of introductory physics
 A survey of general physics for in-service science teachers.

PHYS 5985 Special Topics in Physics var. 1-3
 Title and description of course to be specified at time of offering. May be repeated for credit. For students pursuing graduate degrees in education.

For additional PHYS courses, open only to students pursuing the M.Ed. degree, see **Natural Science NTSC 7585—Selected Topics for Early Childhood Teachers**, **NTSC 7685—Selected Topics for Middle Grades Teachers**, and **NTSC 7785—Selected Topics for Secondary Teachers**.

SPANISH (SPAN)

(All courses carry three hours credit.)

SPAN 6003 Latin American Novel
 Prerequisite: Consent of Instructor
 A detailed study of early and contemporary Spanish-American novels. Students will study contemporary ideas in art and expression as well as social and economic issues illustrated in these texts. Readings will vary, but might include works by Lizardi, Azuela, Asturias, Cortázar, Fuentes, Carpentier, García Márquez, Allende, Esquivel, and others.

SPAN 6004 Hispanic Drama
 Prerequisite: Consent of Instructor
 An introduction to Hispanic theater through the ages. It includes readings from the works of Lorca, Buero Vallejo, Casona, Sastre, Buenaventura, Solórzano, Carballido, Gorostiza, and others. These will be considered in their historical and contemporary contexts.

SPAN 6006 Latin American Poetry
 Prerequisite: Consent of Instructor
 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, Huidobro, Guillén, Neruda, Paz, and others.

SPAN 6007 Latin American Short Story

Prerequisite: Consent of Instructor

A study of the short story in Spanish America with representative readings from different countries and different literary periods. Authors include Quiroga, Borges Rulfo, Cortázar, García Márquez, Ferré, Valenzuela, Bombal, and others.

SPAN 6012 Spanish Culture and Civilization

Prerequisite: Consent of Instructor

A study of ancient and modern history, culture, and contemporary lifestyle in Spain. Readings and discussion on the cultural contributions of Spain to Western civilization.

SPAN 6013 Latin American Culture and Civilization

Prerequisite: Consent of Instructor

A study of ancient and modern history, culture, and contemporary lifestyle in Spanish America.

SPAN 6040 Spanish Linguistics

Prerequisite: Consent of Instructor

A study of linguistics as applied to the Spanish language with a concentration in phonetics, morphology, and semantics.

SPAN 6170 Advanced Language Skills

Prerequisite: Consent of Instructor

A comprehensive course designed to promote proficiency in speaking, listening, reading, and writing.

SPAN 6200 Hispanic Film and Literature

Prerequisite: Consent of Instructor

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

Prerequisite: Consent of instructor

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 Literatures, Latin American Women, etc.

SPAN 6210 Modern Spanish Novel

Prerequisite: Consent of Instructor

A study of nineteenth- and twentieth-century novels, including Valera, Galdós, Unamuno, Valle-Inclán, and Azorín. Also includes post-war and contemporary novels by Cela, Laforet, Matute, Goytisolo, Delibes, C. Rojas, Mayoral, Rosa Montero, Muñoz Molina, and Luis Landero.

SPAN 6240 Spanish Short Story

Prerequisite: Consent of instructor

A historical perspective of the evolution of the short story (analyzed through a variety of theoretical frameworks).

SPAN 6250 Translation

Prerequisite: Consent of Instructor

An introduction to the basic principles of translation. Exercises will include translation from the basic level (phrases and sentences) to intermediate (paragraphs) and advanced levels (short stories and other texts representative of various academic disciplines).

SPAN 6260 Modern Spanish Poetry

Prerequisite: Consent of Instructor

Selected readings of Unamuno, Juan Ramón Jiménez, Antonio Machado, Generation of 1927, Aleixandre, Pedro Salinas, Jorge Guillén, Federico Garcia 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

Prerequisite: Consent of Instructor

A study of the poetry, prose, and drama of the Golden Age (16th and 17th centuries) in Spain, including works by Fray Luis, Garcilaso, Góngora, Quevedo, Cervantes, Calderón, and Lope de Vega.

SPAN 6785 Special Topics in Spanish

Prerequisite: Consent of instructor

Readings, reports, and/or directed study abroad.

SPORT MANAGEMENT (SPMG)**SPMG 6001 Social Issues in Sport****3/0/3**

Prerequisite: Admission to Graduate School

This course examines historical and contemporary social 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**

Prerequisite: Admission to Graduate School

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**

Prerequisite: Admission to Graduate School

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.

INDEPENDENT STUDIES (XIDS)**XIDS 5100 Writing Across the Curriculum****2/2/3**

Prerequisite: ENGL 1102 minimum grade: D or ENGL Essay-Credit 102/1102
WGX

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.



Dr. Doug Overmier, Associate Professor of Music and Director of Bands, performs with the Jazz Percussion Group.

GRADUATE FACULTY

2008-2009

AANSTOOS, CHRISTOPHER MICHAEL, B.A. (Michigan State University), M.A., Ph.D. (Duquesne University), *Professor of Psychology*

ABUNAWASS, ADEL M., B.S. (Moorhead State University), M.S., Ph.D. (North Dakota State University), *Professor of Computer Science and Chair, Department of Computer Science*

ALBERG, JEREMIAH L., B.A., M.A. (St. Louis University), B.A., M.A. (Sophia University, Japan), Ph.D. (University of Munich, Germany), *Associate Professor of Philosophy*

ALLEN, JEANETTE D., B.A. (Wake Forest University), M.S., Ph.D. (Georgia Institute of Technology), *Assistant Professor of Computer Science*

ANDERSON, JONATHAN, B.S. (Utah State University), M.Ed. (University of West Georgia), Ph.D. (University of Kentucky), *Associate Dean, Richards College of Business and Associate Professor of Management*

ANDERSON, JOSEPH L. B.A. (University of Nebraska-Lincoln), M.A. (University of Kansas), Ph.D. (Iowa State University), *Associate Professor of History*

ANDERSON, LYNN, B.A. (University of Kansas), M.A. (Bryn Mawr College), Ph.D. (Princeton University), *Assistant Professor of French*

ANDERSON, PAMELA, B.A. (Middle Tennessee State University), M.S. (Austin Peay State University), Ph.D. (Middle Tennessee State University), *Assistant Professor of Physical Education and Recreation*

ANGELO, ADRIENNE, B.A. (Goucher College), Ph.D. (Emory University), *Assistant Professor of French*

ARNOLD, BUFORD, Ph.D. (Georgia State University), *Assistant Professor of Educational Leadership*

ASHFORD, Susan, B.S.N. (Medical College of Georgia), M.N., Ph.D. (Emory University), *Assistant Professor of Nursing*

BAKOS, DANIEL FRANK, B.M., M.M. (University of Cincinnati), Ph.D. (Ohio State University), *Professor of Music*

BALDWIN, YAEL G., Ph.D. (Duquesne University), *Assistant Professor of Psychology*

BANFORD, HEIDI M., B.S. (The Evergreen State College), M.A., Ph.D. (College of William and Mary), *Assistant Professor of Biology*

BARTLEY, JULIE K., A.B. (Bryn Mawr College), M.S., Ph.D. (University of California), *Professor of GeoSciences*

BASU-DUTT, SHARMISTHA, B.S. (Jadavpur University), Ph.D. (Wayne State University), *Associate Professor of Chemistry*

- BAUMSTARK, Lewis, B.S. (Tennessee Technological University), M.S.Ed., Ph.D. (Georgia Institute of Technology), *Assistant Professor of Computer Science*
- BAYLEN, DANILO, B.A. (University of the Philippines), M.S.Ed., Ed.D. (Northern Illinois University), *Associate Professor of Media and Instructional Technology*
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- BEST, RONALD W., B.B.A., M.B.A. (University of Georgia), Ph.D. (Georgia State University), *Professor of Business Administration*
- BIRD, BRUCE MACKAY, B.A. (Vanderbilt University), M.S., J.D. (University of Cincinnati), *Professor of Business Administration*
- BLAIR, JOHN, B.A. (Hendrix College), M.A., Ph.D. (Indiana University, Bloomington), *Professor of German*
- BLEUEL, JOHN, B.M. (University of Wisconsin, Oshkosh), M.M. (University of Wisconsin, Milwaukee), D.M.A. (University of Georgia), *Associate Professor of Music*
- BOES, SUSAN R., A.B. (Mary Manse College), M.Ed., Ph.D. (Auburn University), *Professor of Counseling*
- BOHANNON, KEITH S., B.A., M.A. (University of Georgia), Ph.D. (Pennsylvania State University), *Associate Professor of History*
- BOLDT, DAVID JOHN, B.A. (San Diego State University), M.A., Ph.D. (University of New Mexico), *Professor of Economics and Chair, Department of Economics*
- BOUMENIR, AMIN, B.S. (University of Science Technology of Algiers), Ph.D. (University of Oxford - United Kingdom), *Associate Professor of Mathematics*
- BRAY, LESSELL MARTINY (Marty), B.S., M.L.S., (Appalachian State University), M.S.Ed., Ph.D. (Indiana University), *Assistant Professor of Media and Instructional Technology*
- BRICKMAN, BARBARA J., B.A. (James Madison University), M.A. (University of Georgia), Ph.D. (University of Rochester), *Assistant Professor of English*
- BUCHOLZ, JESSICA, A.S. (Suffolk County Community College), B.A. (C.W. Post College), M.S. (Dowling College), Ed.D. (Florida Atlantic University), *Assistant Professor of Special Education and Speech Language Pathology*
- BURTON, JAMES HARPER, B.B.A., M.B.A., Ph.D. (Georgia State University), C.P.A., *Professor of Business Administration*
- BUSH, DAVID M., B.S. (State University of New York, Oneonta), M.S., Ph.D. (Duke University), *Professor of Geology*
- BUTLER, JUDY D., B.S. (Southern State College), M.L.S. (University of Oklahoma), Ed.D. (Vanderbilt University), *Associate Professor of Secondary Education*
- BUTTS, FRANK, B.S. (Carson Newman College), M.S. (East Tennessee State University), Ed.D. (Auburn University), *Assistant Professor of Physical Education and Recreation*
- CAO, LI, B.A. (Chongqing Jianzhu University, China), M.A. (Sichuan University, China), M.Ed. (Queen's University, Canada), Ph.D. (McGill University, Canada), *Associate Professor of Educational Psychology*
- CARESS, STANLEY M., B.A., M.A. (San Jose State University), Ph.D. (University of California, Riverside), *Professor of Political Science*

- CARTER, JOHN W., B.A. (Pomona College), Ph.D. (University of Southern California), *Assistant Professor of Psychology*
- CHADWICK, NANETTE, B.S., M.S. (Georgia State University), Ph.D. (Medical College of Georgia), *Assistant Professor of Nursing*
- CHALFANT, FRAN CERNOCKY, A.B. (Drake University), Ph.D. (University of North Carolina, Chapel Hill), *Professor of English*
- CHARLESWORTH, JOHN ROBERT, JR., B.S. (Indiana University of Pennsylvania), M.S., Ph.D. (Mississippi State University), *Assistant Professor of Counseling*
- CHATTERJEE, AYONA, B.S., M.S. (University of Pune), Ph.D. (BIOSS & University of Edinburgh), *Assistant Professor of Mathematics*
- CHIBBARO, JULIA S., B.A. (Randolph Macon Woman's College), M.Ed. (The Citadel), Ed.S., Ph.D. (University of South Carolina), *Assistant Professor of Counseling*
- CHOWNS, TIMOTHY MICHAEL, B.Sc. (University of Leicester), Ph.D. (University of Newcastle upon Tyne), *Professor of Geology*
- CLARK, CHARLES W., B.A. (Colorado College), M.A., Ph.D. (University of Colorado, Boulder), *Professor of History and Interim Dean, Graduate School*
- CLIFTON, MITCHELL, B.S., M.S. (University of Illinois), *Assistant Professor of Computer Science*
- COLEMAN, MARY ANGELA, M.A. (Temple University), B.A. (James Madison University), *Assistant Professor of Educational Leadership*
- COLLEY, JAMES RONALD, B.A., M.Acc. (University of South Florida), Ph.D. (Georgia State University), C.P.A., *Professor of Business Administration and Interim Chair, Department of Accounting and Finance*
- COLLINS, DAVID, MFA (University of Notre Dame), *Assistant Professor of Art*
- COOK, FLORENCE E., B.A. (Southern Methodist University, Texas), M.S. (University of Texas, Austin), Ph.D. (University of California, Berkeley), *Associate Professor of History*
- COOPER, MARGARET A., B.S. (Antioch College), M.S. (George Peabody College), Ph.D. (Kent State University), *Associate Professor of Special Education*
- CORMICAN, MURIEL, B.A. (University College Galway), M.A. (University of Missouri), Ph.D. (Indiana University), *Associate Professor of German*
- CORNELIUS, LUKE M., B.A. (Washington and Lee University), M.A. (University of Georgia), J.D. (Georgia State University), Ph.D. (University of Florida), *Associate Professor of Educational Leadership*
- CRAFTON, JOHN MICHEAL, B.S., M.A., Ph.D. (University of Tennessee, Knoxville), *Professor of English*
- CRAFTON, LISA PLUMMER, A.B. (West Georgia College), M.A., Ph.D. (University of Tennessee, Knoxville), *Professor of English*
- CREAN, EILIS, MFA (Georgia State University), *Assistant Professor of Art*
- CUOMO, AMY, B.A. (Mary Baldwin College), M.A. (Wayne State University), M.F.A. (Hollins University), Ph.D. (Louisiana State University), *Assistant Professor of Theatre*
- DAM, MARGARET, B.A. (Memorial University of Newfoundland), M.Ed., Ed.S., Ph.D. (Georgia State University), *Assistant Professor of Educational Leadership*

- DAVIDSON, CHAD A., B.A. (California State University, San Bernardino), M.A. (University of North Texas), Ph.D. (State University of New York, Binghamton), *Associate Professor of English*
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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.

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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. Visitors desiring information on weekends should come to the Department of Public Safety across for the baseball field. Visitors desiring interviews with members of the staff are urged to make appointments in advance.

Crime and Emergencies

All faculty, staff, and students are encouraged to report to the Department of Public Safety (678-839-6000) any on-campus crime for which they are a victim or witness. Public Safety will investigate 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 the Student Judiciary.

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