



2010-2011  
Graduate  
Catalog



**Graduate Catalog 2010-2011**

**UNIVERSITY  
OF  
WEST GEORGIA**

*The University System of Georgia*

[www.westga.edu](http://www.westga.edu)

Carrollton, Georgia  
(USPS 368-730)

**Graduate Issue 2010 - 2011**

**With  
Announcements For 2010-2011**

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## **Student Responsibility**

Inquiries concerning requests for application forms and other material should be addressed to the Graduate School, University of West Georgia, Carrollton, Georgia 30118-4160, or by calling 678-839-6419. Email: [gradsch@westga.edu](mailto:gradsch@westga.edu)

Web: [www.westga.edu/~gradsch/](http://www.westga.edu/~gradsch/)

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 the 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, the Graduate School, 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 college create a contractual or quasi-contractual relationship with any person, the amount of damages recoverable by the parties shall be limited to the amount of consideration paid by the person for the privilege of admission, enrollment, continued enrollment, or other service rendered by the institution to such person. As used herein, the term "publications" (without limiting the generality of the normal meaning of the term) shall be deemed to include any and all written forms or other documents issued by the institution concerning applications for admission, enrollment or continued enrollment, waivers of liability, consents to medical treatment, dormitory occupancy, and any and all other written forms, documents, letters or other materials issued by the college in furtherance of its educational mission.

## **Compliance**

This 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.

## How to Find Information Related to Academic Programs and Courses

This catalog includes directional tools customarily included in such publications. The **Table of Contents**, the **Index to Course Listings**, the general **Index**, and the **Index of Abbreviations** (inside back cover) are all essential tools for anyone using the catalog. By turning to these sections, readers can find information related to the structure, policies, and procedures that govern the University's operations as well as information about programs the University offers. This section supplements those listed above by providing directions in finding and interpreting information related to academic programs, academic departments, and courses.

### Colleges & Schools

The chapter titled "Degree Programs" organizes information on programs within each of the four major academic divisions of the University: The College of Arts and Sciences, the Richards College of Business, and the College of Education, and the School of Nursing. Information relevant to each college, the dean, the Web address, general information, and specific requirements and options for the college, are included in an introductory section.

### Departments

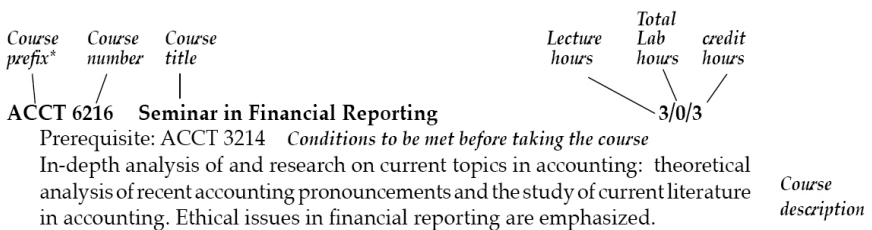
Information about each academic department with a graduate program is provided. This information includes the department web address, phone number, location, the department graduate faculty, descriptions of programs and program requirements. A list of courses offered by departments with a description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

### Programs

All academic programs of study are listed in the general **Index**. The page numbers listed after each listing directs 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 the inside back cover.

## Graduate School Office Staff

[www.westga.edu/~gradsch/](http://www.westga.edu/~gradsch/)

Dr. Charles W. Clark, *Dean*

Donna Davis, *Admissions Specialist I*

Cheryl Thomas Hill, *Director of Graduate Admissions*

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Patricia Wells, *Records Section Supervisor*

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Jessica Wiggins, *Graduate Financial Aid Counselor*

LaTonia Williamson, *Department Assistant*





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---



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President and Professor  
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*Dr. Peter S. Hoff, Interim Provost  
and Vice President for Academic  
Affairs and Professor of English  
and Humanities*



*Dr. Charles W. Clark,  
Dean, The Graduate School*



*Dr. Faye S. McIntyre  
Dean, Richards College of Business*



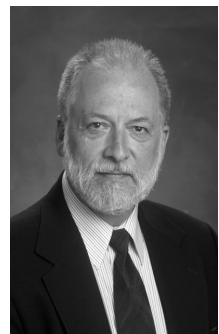
*Dr. Kim K. Metcalf  
Dean, College of Education*



*Dr. N. Jane McCandless  
Transitional Dean,  
College of Arts and Sciences*



*Dr. Kathryn Grams  
Dean School of Nursing*



*Dr. Donald R. Wagner  
Dean, Honors College*

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# GRADUATE SCHOOL CALENDAR

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## Fall Semester, 2010

June 1	Undergraduate application and document deadline
July 9	Graduation Application Deadline (Graduate Students) for Fall 2010
July 16	Graduate School application deadline for Fall 2010
August 2	Fall contract begin date for Faculty
August 9	New Faculty Orientation - VP for Academic Affairs
August 10	New Faculty Orientation - ITS Sessions
TBD	Department and college faculty meetings (various times)
August 11	Fall General Faculty Meeting
August 11	New student registration
August 12	Classes begin
August 12-18	Drop/add and late registration
September 4	No Saturday classes
September 6	Labor Day (no classes, offices closed)
October 1	Undergraduate graduation application deadline for Spring 2011
October 6	Last day to withdraw with grade of W
October 9	No Saturday Classes
October 14	Graduation Application Deadline (Graduate Students) for Spring 2011
October 14-15	Fall Break (no classes, offices open)
October 16	No Saturday Classes
November 15	Undergraduate application and document deadline for Spring 2011
November 17	Graduate School application deadline for Spring 2011
November 19	Last Day to submit theses, Ed.S. research projects, and dissertations
November 20	Last Day of Saturday classes
November 23	Last Day of T only class
November 24	Thanksgiving recess (no classes, offices open)
November 25-26	Thanksgiving Holiday (offices closed)
November 29	Last Day of M only classes
November 30	Last Day of T <sup>h</sup> classes
December 1	Last day of MW classes & W only
December 2	Last day of Th classes
December 3	Last day of MWF classes
December 4	Examinations, Saturday classes
December 6-10	Examinations
December 11	Graduation – Saturday (exact times and order of colleges TBD)
December 13	Grades Due by 8:30 am
December 24-January 4	Winter Break
December 24-January 2	Offices closed

## Spring Semester, 2011

November 15	Undergraduate application and document deadline for Spring 2011
November 17	Graduate School Application Deadline for Spring 2011
January 4	New student registration
January 5	Classes begin
January 5-11	Drop/add and late registration
January 15	No Saturday classes
January 17	Martin Luther King Holiday (offices closed, no classes)
February 17	Graduation Application Deadline (Graduate Students) for Summer 2011
March 1	Undergraduate graduation application deadline for Summer 2011
March 2	Last day to withdraw with a grade of W
TBD	Last day to withdraw with a grade of W from eCore courses
March 5	No Saturday Classes
March 7-11	Spring Break (no classes, offices open)
March 12	No Saturday classes
March 30	Honors Convocation (classes cancelled 1:00 p.m. – 4:00 p.m.)
April 12	Celebration of Graduate Research
April 20	Last Day of W only classes
April 21	Last day to submit these, Ed. S. research projects, and dissertations
April 25	Last day of M only classes
April 26	Last day of TTh and T only classes
April 27	Last day of MW & MWF classes
April 28	Reading Day
April 28	Spring General Faculty Meeting
April 29, May 2- 5	Examinations
April 30	Saturday Exams
May 7	Graduation – Saturday (exact times and order of colleges TBD)
May 9	Grades due by 8:30 a.m.
May 12	Graduate School Application Deadline for Summer 2011
May 15	Undergraduate application and document deadline for Summer 2011

## Summer Semester, 2011

### Session I (11 days)

February 17	Graduation Application Deadline (Graduate Students) for Summer 2011
May 12	Graduate School Application Deadline for Summer 2011
May 15	Undergraduate application and document deadline for Summer 2011
May 16	Classes begin
May 16	Drop/add and late registration
May 23	Last day to withdraw with a grade of W
May 28	No Saturday classes
May 30	Holiday (no classes, offices closed)
May 31	Last day of classes
June 1	Reading Day
June 2	Examinations

### Session II (36 days)

February 17	Graduation Application Deadline (Graduate Students) for Summer 2011
May 12	Graduate School Application Deadline for Summer 2011
May 15	Undergraduate application and document deadline
June 3	New student registration
June 6	Classes begin
June 6-7	Drop/add and late registration
June 29	Last day to withdraw with a grade of W
July 4	Independence Day Holiday (no classes, offices closed)
July 7	Graduation Application Deadline (Graduate Students) for Fall 2011
July 14	Last day to submit theses, Ed.S. research projects, and dissertations
July 26	Last day of class
July 27	Reading Day
July 28-29	Examinations
July 30	Graduation (Saturday, times TBD)
August 1	Undergraduate Graduation Application Deadline for Fall 2011

### Session III (17 days)

February 17	Graduation Application Deadline (Graduate Students) for Summer 2011
May 12	Graduate School Application Deadline for Summer 2011
May 15	Undergraduate application and document deadline for Summer 2011
June 6	Classes begin
June 6-7	Drop/add and late registration
June 16	Last day to withdraw with a grade of W
June 28	Last day of class
June 29	Reading Day
June 30	Examinations

**Session IV (17 days)**

February 17	Graduation Application Deadline (Graduate Students) for Summer 2011
May 12	Graduate School Application deadline for Summer 2011
May 15	Undergraduate application and document deadline
June 6-7 & July 1	Drop/add and late registration
July 1	Classes begin
July 4	Independence Day Holiday (no classes, offices closed)
July 14	Last day to withdraw with a grade of W
July 14	Last day to submit theses, Ed.S. research projects, and dissertations
July 26	Last day of class
July 27	Reading Day
July 28	Examinations
July 30	Graduation – Saturday (time TBD)

# UNIVERSITY OF WEST GEORGIA MISSION STATEMENT

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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:
  - Are grounded in a strong liberal arts curriculum;
  - Impart broad knowledge and foster critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning;
  - Emphasize disciplinary rigor;
  - Foster the development of effectiveness in communication, critical and independent thinking, problem solving, and the use of information resources and technology; and
  - 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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## Officers of General Administration

Beheruz N. Sethna, B. Tech (Honors), M.B.A., M.Phil, Ph.D.	<i>President and Professor of Business Administration</i>
Peter S. Hoff, B.A., M.A., Ph.D.	<i>Interim Provost and Vice President for Academic Affairs</i>
James R. Sutherland, B.A., B.S., M.B.A., C.P.A.	<i>Vice President for Business and Finance</i>
Melanie McClellan, B.A., M.Ed., Ph.D.	<i>Vice President for Student Services and Dean of Students</i>
Michael Ruffner, B.A., M.A., Ph.D.	<i>Vice President for University Advancement</i>

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Charles W. Clark, B.A., M.A., Ph.D.	<i>Dean of the Graduate School and Professor of History</i>
Kathryn M. Grams, B.S.N., M.N., Ph.D.	<i>Dean of the School of Nursing and Professor of Nursing</i>
Kim K. Metcalf, B.S., M.A., Ph.D.	<i>Dean of the College of Education</i>
Faye S. McIntyre, B.B.A., M.B.A, Ph.D.	<i>Dean of the Richards College of Business and Pro- fessor of Marketing</i>
N. Jane McCandless, B.A., M.A., Ph.D.	<i>Transitional Dean of the College of Arts and Scienc- es and Professor of Sociology</i>
Donald R. Wagner, B.A., M.A., Ph.D.	<i>Dean of the Honors College, Director of Special Programs and Professor of Political Science</i>

## Administrative Staff Officers

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Robert S. Johnson, B.M.E., M.M.E., Ed.D.	<i>Director of Admissions</i>
Lorene Flanders, A.B., M.L.M., M.A.	<i>Dean of University Libraries and Professor</i>
Donna K. Haley, B.S., M.B.A.	<i>Registrar</i>

**Committee on Graduate Studies**

Charles W. Clark	<i>Professor of History and Dean of the Graduate School</i>
Adel Abunawass	<i>Professor of Computer Science and Chair, Department of Computer Science</i>
Jonathan Anderson	<i>Associate Vice President of Academic Affairs and Associate Professor of Management</i>
Anne Barnhart	<i>Library, Faculty Senate Member</i>
Elizabeth Bennett	<i>Professor and Chair, Media and Instructional Technology</i>
Blaise Bergiel	<i>Interim Associate Dean, Richards College of Business, and MBA program director</i>
Judy Butler	<i>Associate Professor of Secondary Education</i>
Stanley Caress	<i>Associate Professor of Political Science</i>
John Carter	<i>Assistant Professor of Psychology, Faculty Senate Member</i>
John R. Charlesworth, Jr.	<i>Assistant Professor of Counseling</i>
Debra Cobia	<i>Professor and Program Director of Ed.D. Professional Counseling and Supervision</i>
Luke M. Cornelius	<i>Associate Professor of Educational Leadership</i>
O.P. Cooper	<i>Assistant Professor of Media and Instructional Technology</i>
Margaret Dam	<i>Assistant Professor of Educational Leadership</i>
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Cathleen F. Doheny	<i>Associate Professor of Early Childhood and Elementary Education</i>
Jill A. Drake	<i>Associate Professor of Early Childhood and Elementary Education</i>
Carol Gingerich	<i>Associate Professor of Music</i>
Donna Harkins	<i>Associate Professor of Reading, and Chair, Department of Curriculum and Instruction</i>
Karen Harris	<i>Assistant Professor of Special Education and Speech–Language Pathology</i>
Christine Haynes	<i>Professor of Accounting</i>
Mary A. Hooper	<i>Assistant Professor of Educational Leadership</i>
David Jenks, Chair	<i>Associate Professor of Criminology</i>
Jeffrey T. Johnson	<i>Associate Professor of Health, Physical Education, and Sports Studies</i>
Kareen Malone	<i>Professor of Psychology and Program Director, Doctor of Psychology in Individual, Community, and Organizational Psychology:</i>
Joshua Masters	<i>Society and Consciousness</i>
Craig Mertler	<i>Assistant Professor of English</i>
Harry Morgan	<i>Professor and Director of the Doctoral Program in School Improvement</i>
Alexa North	<i>Professor of Early Childhood and Elementary Education</i>
Keith Pacholl	<i>Professor of Business Education</i>
Gregory Terrell Payne	<i>Assistant Professor of History</i>
Dawn Putney	<i>Professor of Biology</i>
Ravic Ringlaben	<i>Professor of Media and Instructional Technology</i>
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Timothy Schroer	<i>Professor and Chair, Department of Political Science</i>
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Rebecca Stanard	<i>Associate Professor and Chair, Department of Art</i>
Laurie J. Ware	<i>Professor, Department of Counseling and Educational Psychology</i>
	<i>Professor of Nursing and Assistant Dean, School of Nursing</i>

# THE UNIVERSITY SYSTEM OF GEORGIA

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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

Kenneth R. Bernard, Jr.	Thirteenth District (2007 - 2014)
James A. Bishop	First District (2007 - 2011)
Frederick E. Cooper	Fifth District (2010 - 2017)
Larry R. Ellis	State-At-Large (2009 - 2016)
Robert F. Hatcher, Chair	State-At-Large (2006 - 2013)
C. Thomas Hopkins, Jr.	Third District
Felton Jenkins	State-At-Large (2006 - 2013)
W. Mansfield Jennings, Jr.	Eighth District (2006 - 2013)
James R. Jolly	Ninth District (2008 - 2015)
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Richard L. Tucker	Seventh District (2005 - 2012)
Larry Walker	State-At-Large (2009- 2016)

## Officers and Staff

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Diane Payne, *Director of Publications*

Sherea Frazer, *Executive Director-Human Resources, Payroll, and Benefits*

Kimberly Ballard-Washington, *Associate Vice Chancellor-Legal Affairs*

J. Burns Newsome, *Vice Chancellor, Legal Affairs*

Daryl Griswold, *Assistant Vice Chancellor-Legal Affairs (Contracts)*

Peter J. Hickey, *Associate Vice Chancellor Development & Administration*

Linda M. Daniels, *Vice Chancellor-Facilities*

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Dr. Anoush Pisani, *Senior Research Associate*

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Dr. Jan Kettlewell, *Vice Chancellor for P-16 Initiatives (and Executive Director of the USG Foundation)*

Dr. Dorothy Zinsmeister, *Assistant Vice Chancellor, Academic Affairs*

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Merryl Penson, *Exec. Director-Library Services*

John Graham, *Exec. Director-Enterprise Application Systems*

John Scoville, *Exec. Director-Enterprise Infrastructure Services*

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Sandra Neuse, *Assistant Vice Chancellor, Compliance & Operations*  
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Reid Christenberry, *Associate Vice Chancellor, OIIT Operations*  
John Vanchella, *Director of Strategic Communications*  
John Grovenstein, *Associate Vice Chancellor for Life and Health Benefits*  
Dr. Linda M. Noble, *Assistant Vice Chancellor for Faculty Affairs*

## Institutions of the University System of Georgia

### 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 University-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 University-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*



## Map and Contact



### 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*

*PHARM-D-Doctor of Pharmacy*

# GENERAL INFORMATION

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## 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 State University of West Georgia, which was then changed to University of West Georgia in 2006.

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 applied computer science, biology, and mathematics, 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, Master of Business Administration, and Master of Art in Teaching in Secondary Education (mathematics and science). The Master of Education degree is offered with majors in educational leadership, 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 educational leadership, business education\*, early childhood education, professional counseling and supervision, media, middle grades education, physical education, secondary education (English, mathematics, science, and social science), and special education. In addition, the Doctor of Education in School Improvement and the Doctor of Education in Professional Counseling and Supervision are offered through the College of Education, 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, post-baccalaureate and post-graduate (add-on) certificate programs in selected areas for teacher education and the arts and sciences.

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.

*\*These programs are currently suspended.*

## 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, and doctoral degrees. Accreditations also include the following:

*AACSB International-The Association to Advance Collegiate Schools of Business*

*American Chemical Society*

*Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association*

*Commission on Collegiate Nursing Education*

*Computing Accreditation Commission of 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 Admissions Professionals, and the National Collegiate Honors Council.

## Irvine Sullivan Ingram Library

[www.westga.edu/library/](http://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.

## **Classroom Support & Multimedia**

[www.westga.edu/its/index\\_5134.php](http://www.westga.edu/its/index_5134.php)

The Department of Classroom Support & Multimedia provides faculty and students with instructional technology for classroom use as well as assistance with instructional design services. Classroom Support & Multimedia 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. Classroom Support & Multimedia 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 Classroom Support & Multimedia. 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. Classroom Support & Multimedia professional staff members hold advanced degrees from accredited institutions and have extensive experience in instructional technology and design. Classroom Support & Multimedia is located on the ground floor of the Classroom Support & Multimedia/Geography Building across from the Library on Back Campus Drive.

## Information Technology Services

[www.westga.edu/its/](http://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.

## The Coliseum

<http://www.westga.edu/coliseum/> <http://www.westga.edu/coliseum/>

One of the newest public assembly facilities in the South can be found on the campus of the University of West Georgia. The Coliseum is the largest enclosed facility between Atlanta and Birmingham along the Interstate 20 corridor with a maximum capacity of 7,500 for athletic events. The facility is home to the UWG Wolves basketball and volleyball programs and the Department of Health, Physical Education, and Sports Studies.

In addition to classes and athletic events, the Coliseum has hosted concerts, UWG and local high school graduations, UWG orientations, corporate meetings and community events. The facility has also hosted a number of special guests from the sport industry who have visited the campus to participate in the Sport Management Speaker Series.

The Coliseum is dedicated to meeting the needs of campus, local and regional communities. Through programming via academics, athletics and special events, it is our goal to help meet the physical, mental, professional development and entertainment needs of our broad constituent base. This will allow the Coliseum to be instrumental in helping the University achieve many of its strategic planning objectives.



## Stadium

<http://www.westga.edu/~stadium/> <http://www.westga.edu/~stadium/>

After years of planning and dedication from countless individuals, the West Georgia Wolves have finally taken the field of their own home turf. The football team played its first game in the new 9,000-seat University Stadium on Saturday, September 5, 2009 with an excited crowd cheering them on.

The stadium is the centerpiece of UWG's new \$29 million Athletics Complex, which will be completed in upcoming stages. The facility will ultimately feature sites for women's soccer, a women's varsity softball field, a women's field house and additional practice fields for soccer and football. There will be additional areas for locker rooms, weight and training rooms, and offices for the Department of Athletics.

Non-athletic components will also factor into the project, including an academic support lab and assembly area, and a parking area that will be fully utilized throughout the week for commuter students. Once these aspects of the project are completed, the Wolves will truly be home at last!

Thanks to Governor Sonny Perdue and the Georgia General Assembly, \$1.9 million of the 2009 state budget was designated for the construction of a road and bridge to connect the current campus to the complex, which is housed on approximately 250 acres of land generously donated to the University by the City of Carrollton. The Carroll County Board of Commissioners also contributed to the project with financial and infrastructural support.

The facility is poised to revitalize campus culture and enhancing student life just as the Greek Village, Coliseum, and Campus Center have done in the recent past. It will also provide greater incentive for UWG students to stay in Carrollton on weekends, thus creating an immediate and profound positive impact on the local economy.

So come out and support the Wolves and check out their new home. It's an exciting time to be a part of West Georgia as we continue to show why we're a Destination University!

## 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.

**Alumni Association Executive Committee**

<b>President</b>	Patricia Durrough '90 – Carrollton
<b>Vice President</b>	Chris Shuler '85 – Duluth
<b>Treasurer</b>	Greg Benda '05 – Smyrna
<b>Secretary</b>	Peggy Smith '66 – Carrollton
<b>Past President</b>	Lorelei Shipp '95 – Carrollton

**Alumni Association Directors**

Angie Barker '71 – Pine Mountain  
 Bo Bass '99 – Carrollton  
 Jim Beck '85 – Carrollton  
 Greg Benda '05 – Smyrna  
 Joy B. Butler '66 – Carrollton  
 Amanda Camp '96 – Carrollton  
 Ellis M. Davis, Ed.D. '78, '80 – Albany  
 Rob Dial '06 – Woodstock  
 Bunny Duncan '77, '89 – Carrollton  
 Jim Eason '91 – Sharpsburg  
 Frances Estes '35, '59 – Carrollton  
 Zoe Evans '93, '98 '02 – Carrollton  
 Nichole D. Fannin '05 – Carrollton  
 Tom Gladfelter '75 – Hiwassee  
 Carrie A. Green '06 – Carrollton  
 Steve Harrison '84, '93 – Carrollton  
 Gere T. Helton '57 – Conover, NC  
 Henry H. Helton, Jr. '57 – Conover, NC  
 Dustin W. "Dusty" Hightower '04 – Carrollton  
 Edna Pace Huey '44, '58, '71 – Bowdon  
 Eric Hurley '94 – Powder Springs  
 Rev. Warren L. Jones '39 – Rome  
 Mary Martin '04 – Atlanta  
 Jeff McSwain '02 – Suwanee  
 Mike Miller '95 – Douglasville  
 Michael Moseley '96 – Villa Rica  
 Ben Musgrove '07 (YAC Liaison) – Buford  
 Artagus Newell '97, '05 – Carrollton  
 Michael Paulk '87 – Rockmart  
 Amber Pelot '06 – Buford  
 Shannon Polson '93 – Hoover, AL  
 John Purdy '04 – Senoia  
 James Richards '03 – Newnan  
 Judy Rowell '66, '70, '72 – Bowdon  
 Lorelei Shipp '95 – Carrollton  
 Chris Shuler '85 – Duluth  
 Peggy Smith '61 – Carrollton

W. H. Smith '63 – Carrollton  
Paula Steed '70 '74 '82 – Carrollton  
Barbara Reed Tanner '52 – Carrollton  
Roy Vanderslice '72 – Powder Springs  
P. T. Waldrep '93 – Carrollton  
Mignon Wessinger '71, '78, '84 – Bowdon  
Joy White '51 – Atlanta  
Deidra Wilson '89 - Carrollton  
Greg Wojcik '71 '73 – Roswell  
Bonnie Wolf '71 - Atlanta  
Mark Yuran '93 – 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 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.

**Board of Trustees**

Mrs. Susan O. Fleck, Chairman  
 Mr. Howard B. (Rocky) Lipham, III '90, Vice Chairman  
 Mr. J. Thomas (Tommy) Vance, Secretary  
 Dr. Michael Ruffner, Acting Executive Director/Treasurer  
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 Mrs. Mary M. Covington '93  
 Mrs. Cindy Denney '86 '93 '95  
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 Mr. Matthew T. Echols '94  
 Mr. Scott Evans  
 Mr. J. Ted Edgar  
 Mr. Scott Evans  
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 Mrs. Michelle Morgan '86, '87  
 Mr. James (Jim) M. Naughton  
 Mr. Trent North '91  
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 Mr. David Parkman '58, '69  
 Mr. Harry T. Preston  
 Mr. Randall K. Redding  
 Mr. K. Alexander (Alex) Roush  
 Dr. Beheruz N. Sethna (President)  
 Dr. Gregory S. Slappey  
 Mr. Floyd W. Smith  
 Mr. Robert J. (Bob) Stone\*  
 Mr. Tom Upchurch '61  
 Mr. Timothy I. Warren  
 Mr. Robert E. White '68  
 Mr. Wyley Gene Winters '86  
 Mrs. Dana J. Wynn '74

\* **Life Member**

# STUDENT SERVICES

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## **Student Affairs and Enrollment Management**

[www.westga.edu/~stusrv/](http://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).

### **Housing and 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 Housing and Residence Life 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 Housing and Residence Life 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 Housing and Residence Life as soon as possible in order to be assured of fall semester housing. The student should then write the Housing and Residence Life 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 Housing and Residence Life 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/~handbook/index.php](http://www.westga.edu/~handbook/index.php).



## 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
- Intramural and Recreational Services
- Campus Center Administration

Within the Campus Center are the following:

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

There are many job opportunities in the Campus Center. Go to [www.westga.edu/campus/](http://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 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.

## Health Services

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](http://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](http://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](http://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](http://careerweb.westga.edu)) and the Georgia Hire System ([www.georgiahire.com](http://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](http://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](http://careerweb.westga.edu). For additional information, call or come by the Volunteer Service Office in Parker Hall, Room 355, 678-839-6431.

## Student Activities

The Center for Student Involvement facilitates student engagement, leadership and involvement through a variety of programs and services. It is located in the Campus Center, Room 304. The Center for Student Involvement is where you go to do anything that has to do with getting involved in Student Life including Student Activities Council, Greek Life, Leadership and more than 130 student organizations.

### 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 playing 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.

### **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.westga.edu/police/](http://www.westga.edu/police/) 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 Aycok 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](http://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.

### **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.

### **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 sched-

uled 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 (i.e., 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](http://www.westga.edu).

## **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

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## **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, MasterCard, Discover, American Express, 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.

## **Application Fee**

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

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

All students pay the established tuition and mandatory fees (e.g., health, athletic, technology, activity, campus center, transportation fees, and etc.) 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.

### Special Students and Auditors

In-state students or auditors registering for less than twelve semester hours are charged \$173 per semester hour for tuition. Out-of-state students are charged out-of-state tuition at the rate of \$689 per semester hour.

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

- 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.
- Off-campus students are required to pay the technology fee of \$55.

### 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 expenses. It is advisable to make separate checks as follows:

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

**The following are semester rates that are in effect for the 2010-2011 academic year. Tuition and fees increase each year effective with Fall Semester.**

### Semester Fee Schedule for Graduate Students

Effective Fall Semester 2010

#### Georgia Residents

# of Hrs	1	2	3	4	5	6
Tuition	\$173.00	\$346.00	\$519.00	\$692.00	\$865.00	\$1,038.00
Activity	\$6.56	\$13.12	\$19.68	\$26.24	\$32.80	\$39.36
Athletic Complex	\$7.78	\$15.56	\$23.34	\$31.12	\$38.90	\$46.68
Athletic	\$17.67	\$35.34	\$53.01	\$70.68	\$88.35	\$106.02
Campus Comm Ctr	\$12.00	\$24.00	\$36.00	\$48.00	\$60.00	\$72.00
Health	-	-	-	-	\$91.00	\$91.00
International	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Special Inst Fee	\$190.00	\$190.00	\$190.00	\$190.00	\$190.00	\$190.00
Technology	\$55.00	\$55.00	\$55.00	\$55.00	\$55.00	\$55.00
Transportation	\$56.00	\$56.00	\$56.00	\$56.00	\$56.00	\$56.00
<b>TOTAL</b>	<b>\$523.01</b>	<b>\$740.02</b>	<b>\$957.03</b>	<b>\$1,174.04</b>	<b>\$1,482.05</b>	<b>\$1,699.06</b>

#### (Georgia Residents 7 - 12 hours)

# of Hrs	7	8	9	10	11	12
Tuition	\$1,211.00	\$1,384.00	\$1,557.00	\$1,730.00	\$1,903.00	\$2,065.00
Activity	\$45.92	\$52.48	\$59.00	\$59.00	\$59.00	\$59.00

Athletic Complex	\$54.46	\$62.24	\$70.00	\$70.00	\$70.00	\$70.00
Athletic	\$123.69	\$141.36	\$159.00	\$159.00	\$159.00	\$159.00
Campus Comm Ctr	\$84.00	\$96.00	\$108.00	\$108.00	\$108.00	\$108.00
Health	\$91.00	\$91.00	\$91.00	\$91.00	\$91.00	\$91.00
International	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Special Inst Fee	\$190.00	\$190.00	\$190.00	\$190.00	\$190.00	\$190.00
Technology	\$55.00	\$55.00	\$55.00	\$55.00	\$55.00	\$55.00
Transportation	\$56.00	\$56.00	\$56.00	\$56.00	\$56.00	\$56.00
<b>TOTAL</b>	<b>\$1,916.07</b>	<b>\$2,133.08</b>	<b>\$2,350.00</b>	<b>\$2,523.00</b>	<b>\$2,696.00</b>	<b>\$2,858.00</b>

**Non-residents (out of state)**

# of Hrs	1	2	3	4	5	6
Tuition	\$689.00	\$1,378.00	\$2,067.00	\$2,756.00	\$3,445.00	\$4,134.00
Activity	\$6.56	\$13.12	\$19.68	\$26.24	\$32.80	\$39.36
Athletic Complex	\$7.78	\$15.56	\$23.34	\$31.12	\$38.90	\$46.68
Athletic	\$17.67	\$35.34	\$53.01	\$70.68	\$88.35	\$106.02
Campus Comm Ctr	\$12.00	\$24.00	\$36.00	\$48.00	\$60.00	\$72.00
Health	-	-	-	-	\$91.00	\$91.00
International	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Special Inst Fee	\$190.00	\$190.00	\$190.00	\$190.00	\$190.00	\$190.00
Technology	\$55.00	\$55.00	\$55.00	\$55.00	\$55.00	\$55.00
Transportation	\$56.00	\$56.00	\$56.00	\$56.00	\$56.00	\$56.00
<b>TOTAL</b>	<b>\$1,039.01</b>	<b>\$1,772.02</b>	<b>\$2,505.03</b>	<b>\$3,238.04</b>	<b>\$4,062.05</b>	<b>\$4,795.06</b>

**(Non-residents, 7 - 12 hours)**

# of Hrs	7	8	9	10	11	12
Tuition	\$4,823.00	\$5,512.00	\$6,201.00	\$6,890.00	\$7,579.00	\$8,262.00
Activity	\$45.92	\$52.48	\$59.00	\$59.00	\$59.00	\$59.00
Athletic Complex	\$54.46	\$62.24	\$70.00	\$70.00	\$70.00	\$70.00
Athletic	\$123.69	\$141.36	\$159.00	\$159.00	\$159.00	\$159.00
Campus Comm Ctr	\$84.00	\$96.00	\$108.00	\$108.00	\$108.00	\$108.00
Health	\$91.00	\$91.00	\$91.00	\$91.00	\$91.00	\$91.00
International	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Special Inst Fee	\$190.00	\$190.00	\$190.00	\$190.00	\$190.00	\$190.00
Technology	\$55.00	\$55.00	\$55.00	\$55.00	\$55.00	\$55.00
Transportation	\$56.00	\$56.00	\$56.00	\$56.00	\$56.00	\$56.00
<b>TOTAL</b>	<b>\$5,528.07</b>	<b>\$6,261.08</b>	<b>\$6,994.00</b>	<b>\$7,683.00</b>	<b>\$8,372.00</b>	<b>\$9,055.00</b>

*Tuition caps at 12 hours and fees cap at 9 hours. Multiplying the per credit hour rate by 12 will NOT give you an accurate amount. Students taking off-campus courses (section #'s 40-99) are only charged the mandatory technology fee for those courses. Tuition and fee charges are subject to change, without prior notification, pending Board of Regents approval.*



Technology	\$55.00	\$55.00	\$55.00	\$55.00	\$55.00	\$55.00
Transportation	\$56.00	\$56.00	\$56.00	\$56.00	\$56.00	\$56.00
<b>TOTAL</b>	<b>\$1,239.01</b>	<b>\$2,172.02</b>	<b>\$3,105.03</b>	<b>\$4,038.04</b>	<b>\$5,062.05</b>	<b>\$5,995.06</b>

### Non-residents (7 - 12 hours)

# of Hrs	7	8	9	10	11	12
Tuition	\$6,223.00	\$7,112.00	\$8,001.00	\$8,890.00	\$9,779.00	\$10,662.00
Activity	\$45.92	\$52.48	\$59.00	\$59.00	\$59.00	\$59.00
Athletic Complex	\$54.46	\$62.24	\$70.00	\$70.00	\$70.00	\$70.00
Athletic	\$123.69	\$141.36	\$159.00	\$159.00	\$159.00	\$159.00
Campus Comm Ctr	\$84.00	\$96.00	\$108.00	\$108.00	\$108.00	\$108.00
Health	\$91.00	\$91.00	\$91.00	\$91.00	\$91.00	\$91.00
International	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Special Inst Fee	\$190.00	\$190.00	\$190.00	\$190.00	\$190.00	\$190.00
Technology	\$55.00	\$55.00	\$55.00	\$55.00	\$55.00	\$55.00
Transportation	\$56.00	\$56.00	\$56.00	\$56.00	\$56.00	\$56.00
<b>TOTAL</b>	<b>\$6,928.07</b>	<b>\$7,861.08</b>	<b>\$8,794.00</b>	<b>\$9,683.00</b>	<b>\$10,572.00</b>	<b>\$11,455.00</b>

*\* The tuition and fees for the masters programs in Professional Accounting, Business Administration, and Nursing are not applicable to students in the WebMBA program. Tuition and fees for the WebMBA program are separate. Tuition caps at 12 hours and fees cap at 9 hours. Multiplying the per credit hour rate by 12 will NOT give you an accurate amount. Tuition and fee charges are subject to change, without prior notification, pending Board of Regents approval.*

### Tuition for Students enrolled in WebMBA courses

WebMBA course tuition is \$645 per credit hour.

### Tuition for Students enrolled in Total OnLine/Distance Learning courses (sections #'s N01-N39)

- Undergraduate Students - \$234 per credit hour
- Graduate Students - \$253 per credit hour
- MBA/MPACC/MSN Graduate Students - \$303 per credit hour

Mandatory fees, except for the Special Institutional Fee and the Technology Fee, are not assessed unless student takes non-online courses also.

Fees for Graduate Teaching and Graduate Research Assistants who are providing at least 13 hours of service to the institution, and who are paid through the institutional payroll, are \$25 per semester plus all mandatory fees (e.g., health, student activity, athletic, athletic complex, technology, campus center fee, transportation fees, and etc).

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.



**Residence Hall Charges Per Semester**

**Advanced Academy - Gunn Hall**

Double Occupancy - \$1,950 plus  
\$20.00 Social Fee

Single Occupancy - \$2,925 plus \$20.00 So-  
cial Fee

**Greek Village**

Double - \$2,275 plus  
\$20.00 Social Fee

Small Single - \$2,350  
plus \$20.00 Social Fee

Large Single - \$2,425 plus  
\$20.00 Social Fee

**Traditional Halls\***

Bowdon, Boykin, Downs (B & C  
Wing)\*, Strozier, and Watson

Double Occupancy - \$1,850 plus \$20.00  
Social Fee

Single Occupancy - \$2,775.00 plus \$20.00  
Social Fee

\*Downs (D Wing - Renovated)

Double Occupancy - \$1,950.00 plus \$20.00  
Social Fee

Single Occupancy - \$2,775.00 plus \$20.00  
Social Fee

**Tyus**

(Dependent on floor plan)

\$1,775 plus \$20 Social Fee

\$2,275 plus \$20 Social Fee

**University Suites 1, 2, and 3**

Double  
Single

\$1,975 plus \$20 Social Fee

\$2,250 plus \$20 Social Fee

**Arbor View Apartments - Buildings A,  
B, and C**

4 Bedroom/2 bathrooms  
2 Bedroom/1 bathroom

\$2,490 plus \$20 Social Fee

\$2,625 (limited availability) plus \$20 Social  
Fee

\*If single rooms are available, single occupancy spaces in **traditional halls** may be available on a limited basis after the consolidation period at a rate of \$2,775/semester. Single occupancy spaces in other residence halls may be priced at a higher rate. Please see above for more information. The \$20 social fee is assessed each semester to all on campus residents except Greek Village residents due to Parlor Fee. The social fee is used to support resident hall activities.

**Other Fees - Housing Application Processing Charges (applicable to new contracts only)**

Deposit - \$200

Application Fee - \$50

## Meal Plans 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 Food Services Building (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. Graduate students are ineligible for the basic plan. Contact Auxiliary Services for more information about your options at 678-839-6525.

Pack Unlimited Plan (Unlimited + \$200 Debit)	\$1,653.00
Wolves Membership Plan (14 MPW + \$250 Debit)	\$1,527.00
Red Membership Plan (10 MPW + \$400 Debit)	\$1,522.00
Cub (10 MPW + \$400 Debit)	\$1,522.00
Basic Plan (14 MPW + \$0.00 Debit)	\$1,277.00
<i>Residential Freshmen ONLY</i>	
Pup Plan (7 MPW + \$150 Debit)	\$822.00
Budget Plan (5 MPW + \$100 Debit)	\$607.00
Block 50 (50 meals per semester)	\$296.00
Block 20 (20 meals per semester)	\$126.00
West Georgia Debit Dollar Membership	\$200.00
Debit Re-Load	\$50.00

MPW = Meals per Week (at Food Services Building (Z-6) Dining Hall)

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 (must be paid at the time of application)	\$30
Transcript Fee (Walk-in service each copy)	\$10
I.D. Card (Replacement)	\$20
Inactive HigherOne Card (Replacement) Assessed by the Wolves Card Office	\$15
Active HigherOne (Replacement) Assessed directly by HigherOne	\$20
Return Check Service Charge whichever is greater	5% or \$25

Applied Music Fee	\$75 per credit hour
Aquatics Fee	\$8 per credit hour
Art History/Appreciation Fee	\$10-30 per credit hour
Anthropology Special Topics Fee	\$233 per course
Studio Art Fee	\$30-120 varies per course
Biology/Chemistry Lab Fee	\$35 per course
CHEM 1151K, 1152K, 1211K, 1212K	\$63 per course
Computer Science Lab Fee	\$45 per course
Other Sciences Lab Fee	\$45 per course
English, selected courses	\$12-150 varies per course
Geology Exit Exam	\$180 per exam
Mass Comm/Theatre Fee	\$10-40 varies per course
Nursing Lab Fee	\$19 per course
Nursing Testing/Assessment Fee	\$353-376 per course
Nursing Practicum and Clinical Experience Fee	\$50 per course
Education: Practicum Fee	\$50-200 per credit hour
Education: Student Teaching Internship Fee	\$75-250 varies per course
Education: Jr/Sr Block Courses	\$50-100 varies per course
Physical Education, selected courses	\$10-311 varies per course
Teacher Education Background Checks	\$10 per course
eCORE Fees (separate fee)	\$189 per credit hour

*All charges/fees are subject to change per the Board of Regents.*

## **Additional Fee Requirements**

### **Health Insurance Rates 2010-2011**

Health Insurance	\$1,122.00 Mandatory Plan
	\$1,875.00 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 \$452.00 for the fall term only and \$598.00 for spring/summer terms. The Mandatory Plan is \$1,122.00 for the year.

### **Mandatory Plan**

	<b>FALL</b>	<b>SPRG/SUM</b>
Student	\$483.00	\$639.00
Spouse	\$1,501.00	\$1,989.00
One Child	\$757.00	\$1,002.00
2 + Children	\$1,501.00	\$1,989.00

The Voluntary Plan has a rate of \$807.00 for the fall term only and \$1,069.00 for the spring/summer terms. The Voluntary Plan is \$1,875.00 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.

### Voluntary Plan

	ANNUAL	FALL	SPRG/SUM
Student	\$1,875.00	\$807.00	\$1,069.00
Spouse	\$5,832.00	\$2,508.00	\$3,324.00
One Child	\$2,939.00	\$1,264.00	\$1,675.00
2 + Children	\$5,832.00	\$2,508.00	\$3,324.00

For more information, please visit online at [www.usg.edu/student\\_affairs/faq/health/](http://www.usg.edu/student_affairs/faq/health/). Rates are subject to change for 2011-2012 school year.

### 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 Account.**

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 Department of Housing and 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 Account card.**

## What is the HigherOne Card?

The West Georgia OneCard functions as a MasterCard 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 card in the mail 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 added to your HigherOne Account card.

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
- 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 (Persons Aged 62 or Over)

Pursuant to the provisions of the Georgia Constitution, the University System of Georgia Board of Regents establishes the following rules with respect to enrollment of persons 62 years of age or older in the University System of Georgia programs. To be eligible for enrollment under this provision such persons:

1. Must be residents of Georgia, 62 years of age or older at the time of registration, and shall present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility.
2. May enroll as regular or auditing student 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 that 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. Shall meet all University System of Georgia and institution undergraduate and graduate admission requirements. However, institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and minimum test scores are inappropriate. In those instances involving discretionary admission, institutions will provide diagnostic methods to determine whether or not participation in Learning Support will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required for certain courses.
4. Shall have all usual student and institutional records maintained. However, institutions will not report such students for budgetary purposes.
5. Must meet all University System of Georgia, institution, and legislated degree requirements if they are degree-seeking students.
6. May not enroll in dental, medical, veterinary, or law schools under the provisions of this policy.

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

### Description of Terms Used in the Policy

1. Dependent Student – an individual under the age of 24 who receives financial support from a parent or United States court appointed legal guardian.
2. Emancipated – a minor who, under certain circumstances, may be treated by the law as an adult. A student reaching the age of 18 shall not qualify for consideration of reclassification by virtue of having become emancipated unless he or she can demonstrate financial independence and domicile independent of his or her parents.
3. Independent Student – an individual who is not claimed as a dependent on the federal or state income tax returns of a parent or United States court appointed legal guardian and whose parent or guardian has ceased to provide support and rights to that individuals' care, custody, and earnings.

### A. Policy for 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.

No student shall gain or acquire in-state classification while attending any post-secondary educational institution in this state without clear evidence of having established domicile in Georgia for purposes other than attending a post-secondary educational institution in this state.

b. A dependent student shall be classified as "in-state" for tuition purposes if 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 (i) the student has graduated from a Georgia high school or (ii) the dependent student's parent claimed the student as a dependent on the parent's most recent federal income or state 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 post-secondary 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 the student is legally in this state and there is evidence to warrant consideration of in-state classification as determined by the Board of Regents. 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 non-immigrant 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 institution 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 the Technical College System of Georgia, 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
  1. 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.
  2. The military sponsor is reassigned out-of-state and the spouse and dependent children remain in Georgia and the sponsor remains on active military duty; or,
  3. The active military personnel and their spouse and dependent children are stationed in a state contiguous to the Georgia border and live in Georgia.
- 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. The University of West Georgia recognizes only Claiborne and Randolph counties in Alabama as Border counties.
- H. Georgia National Guard and U.S. Military Reservists. Active members of the Georgia National Guard, stationed or assigned to Georgia or active members of a unit of the U.S. Military Reserves based in Georgia, and their spouses and their dependent children.
- I. Students enrolled in the University System institutions as a 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 developmental program.
- 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 States who, within 12 months of separation from such service, enroll in an academic program and demonstrate an intent to become a domiciled in Georgia. This waiver may be granted for not more than one year.

N. Non-resident Students. As of the first day of classes for the term, a nonresident student can be considered for this waiver under the following conditions:

**1. Students Under 24.**

- If the 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 and legal 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. Under Georgia code, legal guardianship must be established prior to the student's 18th birthday or
- If the student can provide clear and legal evidence showing a familial relationship to the spouse and the spouse has maintained domicile in Georgia for at least twelve (12) consecutive months preceding the first day of classes for the term.

**1. Students 24 and Older.**

- If the student can provide clear and legal evidence showing a familial relationship to the spouse and the spouse has maintained domicile in Georgia for at least twelve(12) consecutive months immediately preceding the first day of classes for the term. This waiver can remain in effect as long as the student remains continuously enrolled.

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

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 in the *Scoop* in order for the students 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 Offices of the Registrar and the Vice President for Student Services.



# ADMISSION

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## 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 non-degree 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) or International English Language Testing System (IELTS) examination. 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 or IELTS 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

The Graduate School application is available online at [www.westga.edu/~gradsch](http://www.westga.edu/~gradsch) (click on "How to Apply" for more information). All forms required for admissions are provided on this page. A \$30.00 non-refundable application fee is required before the application can be submitted. Former University of West Georgia graduate students do not need

to pay the application fee a second time if our records indicate they have paid the application fee in the past.

All materials (completed forms, official transcripts, and official test scores, etc.), with the exception of the immunization form, must be sent directly to the Graduate School. Immunization forms must be returned to the Department of Health Services. For more information, call 678-839-6452. 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 institution/university and/or testing agency administering the standardized tests to the Graduate School.

Applicants who want to defer admission must inform the Graduate School in writing and indicate the term in which admission is desired if they wish to continue the application process.

If a prospective student's application for admission is denied, she or he may appeal in writing to the Dean of the Graduate School within ten (10) business days after receipt of notice that admission has been denied. The Dean will reconsider the admissions decision after the applicant submits additional materials supporting the 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), TOEFL, or IELTS may be obtained through links found on the Graduate School's web page at [www.westga.edu/~gradsch](http://www.westga.edu/~gradsch). Scores from out-of-state administrations of the Miller Analogies Test (MAT) taken from October 1990-August 1991 and scores from MAT tests taken after June 30, 1996 are unacceptable. The Graduate School accepts scores from the new MAT (scores for test administered on or after October 1, 2004). The Graduate School's rules for accepting old MAT scores still apply as stated above. Please understand that not all graduate programs accept scores from the old or new version of the MAT. See the Graduate School web site or contact the office for information. MAT scores are unacceptable for admission to the doctoral programs. All doctoral programs require official scores on the Graduate Record Examination (GRE). Passing scores on the PRAXIS series (for tests administered prior to September 1, 2006 - see GA Professional Standards Commission for more information) or GACE I/II are required for admission to teacher education.

All students admitted or readmitted fall semester 2004 and onward are required to sign the Academic 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, certification, or personal enrichment) programs. Departments may set test scores that are appropriate to their professional judgment of relevance of the scores to successful completion of their programs. Grades and test scores are only two of the criteria used for determining admission. Other information such as letters

of recommendation, narrative statements, art portfolios, departmental qualifying examinations, interviews, and musical performances may be used to determine the ultimate admissibility of students. In addition, programs may reject otherwise qualified applicants due to space limitations and other reasons. Therefore, meeting minimal grade point average and test score criteria are no guarantee of admission.

1. **Regular (Master's).** An applicant 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 on page 136 for admission standards for M.Ed. programs. See Specialist in Education degree requirements on page 138 for admission standards in Ed.S. programs. The MBA, Georgia WebMBA, and MPACC programs have other special requirements for admission (see those sections for details). No credit earned in this classification may be applied toward the Specialist in Education degree.
2. **Provisional (Master's).** An applicant 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 admittance 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 may be counted towards 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 136 . Prospective candidates for the Specialist in Education degree will not be admitted provisionally. No credit earned in a provisional status may be applied toward the Specialist in Education degree. The applicant's grade point average and test scores will be considered for provisional admission. Individuals applying to masters degree programs in the arts & sciences and education must submit Graduate Record Examination (GRE) scores and must also have a grade point average of at least 2.2. Programs may have higher grade point average or test score requirements. Meeting departmental 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 test score requirements. Some programs in education may accept the Miller Analogies Test (MAT) in place of the GRE. Programs in business require the Graduate Management Admission Test (GMAT). For more information about provisional admissions for business administration or professional accounting majors, please contact the department.
3. **Transient.** An applicant in good standing at another accredited and recognizable 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. Students wanting to enroll in transient status for a second semester must submit a new application for Transient status. 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 towards the master's degree. No credit earned in this classification may be applied toward the Specialist in Education degree.

4. **Non-Degree/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. The number of hours students will be allowed to take in a non-degree 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, test scores, and other criteria required for admission by the program. Under normal circumstances, the maximum number of hours students may be allowed to take as a non-degree student is 9. However, some students may not be allowed to take 9 hours. **Therefore applicants attempting to gain admittance to a degree program should make every effort to take the appropriate admissions test and submit all required documents as soon as possible. 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. Please understand that not all departments offering master's degrees allow students to enroll in this status. Some departments require students to be completely admitted before enrolling in courses. Students admitted in non-degree/masters status are ineligible to receive financial aid.
5. **Non-Degree/Certification.** Individuals admitted under this category must have at least a 2.7 cumulative grade point average (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. Applicants seeking certification should contact the appropriate department in the College of Education for more information. **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.** Applicants must submit a copy of their certification program sheets to the Graduate School Office. A hold will be placed on the applicant's record once they have completed their certification programs. Applicants admitted under this category will not be allowed to register for graduate courses in the College of Business. Applicants 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. **Non-Degree/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 **non-degree/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.** Applicants 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. Students admitted in non-degree/personal enrichment status are ineligible to receive financial aid.

7. **Senior West Georgia Student/Non-Degree.** 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. Applicants 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.** Applicants 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 in 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 year (three consecutive 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

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[www.westga.edu/finaid/](http://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.

## Academic Requirements for Receiving Financial Aid

In order to receive financial aid at the University of West Georgia, graduate students must meet certain academic standards.

### 1. Continuing Progress Toward a Degree

Students must earn satisfactory grades in at least 67% of all hours which they attempt during an academic year (Summer, Fall and Spring) in order to remain eligible for aid during the next award year. Grades of A, B, C, D, and S are considered satisfactory; grades of F, WF, I, U, IP, and W are considered unsatisfactory and are not passing for the purposes of this review. In addition, students must also maintain an overall grade point average of 2.0 or better. Students who have lost eligibility for aid under their aforementioned provisions may re-establish their eligibility for future awards by completing at least 12 hours with a grade point average of 2.0 or better with no unsatisfactory grades at their own expense.

The Director of Financial Aid may, at any time, cancel the remainder of a student's award if the director becomes aware that the student is not actively pursuing his or her course work. Such students shall receive written notice of the cancellation of aid and will have the opportunity to request reinstatement of aid through written appeal.

### 2. Completing Degree Requirements within Specific Time Limits

Students are expected to complete their programs of study within a reasonable period of time and may not receive financial aid after attempting the maximum number of hours for their degree program as indicated on the chart which follows. Affected students will lose their eligibility for aid following the semester in which they reach or exceed the maximum number of hours allowed.

<b>Degree Program</b>	<b>Maximum Number of Hours Allowed</b>
36-hour Master's Degree (Thesis)	54
Additional Master's	40
27-hour Specialist Degree	41
Level 5 Certificate	21
Doctorate	90



### 3. Taking Courses Toward a Degree or Certification

Financial Aid will only pay for those classes that count toward the student's certification or degree and are listed on their program sheet.

Financial Aid will not cover any repeat classes that are used to pull up the student's grade point average.

## Employment

Graduate Assistantships are available in departments across campus. Students classified as graduate research assistants and graduate assistants employed at least 13 hours also pay a reduced tuition rate. If you receive a Graduate Assistantship, you must notify the Financial Aid Office because it could have an effect on your eligibility. Students interested in graduate assistantships may obtain more information by contacting 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

### Federal Ford Direct Stafford Student Loan

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

- Submit a Free Application for Federal Student Aid ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)).
- 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 as explained above.
- Certification students must be enrolled in 6 credit hours listed on their program sheets
- A process and handling fee is deducted from the borrowed amount by the Direct Loan program.
- 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 student information system and by mail if an exit information session is needed.

- Annual loan limits, listed below, cannot exceed the cost of education.
- Complete two loan requirements: Master Promissory Note and Entrance Counseling Session. Both can be completed through BanWeb. Students are notified via MyUWG e-mail when these sessions must be completed.

More information is available on the loan program on the Financial Aid web site at [www.westga.edu/finaid/](http://www.westga.edu/finaid/) or [www.dlservicer.ed.gov](http://www.dlservicer.ed.gov).

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

**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 Stafford Loan (Subsidized & Unsubsidized)

**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. Not everyone is eligible for this loan. 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.

#### Annual 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.

**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.

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. Students must also be enrolled at least half-time to receive these funds.

### Annual Limits

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

### 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 six to twelve weeks 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. Chapter 33 (post September 11/GI Bill) pays tuition and fees to the institution. The housing allowance and book/supplies stipend are paid to the student.

Students receiving V.A. benefits should adhere strictly to a planned program of study as indicated on their appropriate school and V.A. forms. Students receiving V.A. educational benefits are also required to report to the Registrar's Office at the University of West Georgia changes in course load, withdrawals, or interruptions in attendance in order to minimize personal liability resulting from overpayment of benefits. Program changes must be reported promptly on appropriate V.A. forms which are available in the Registrar's Office. 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/](http://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/](http://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.gacolle411.org](http://www.gacolle411.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 web site ([www.westga.edu/finaid/](http://www.westga.edu/finaid/)) has a partial listing with information on qualifications, how to apply and deadlines. A limited number of search engines are also provided.



# EXTENDED DEGREE PROGRAMS

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**Donald R. Wagner, Dean, Honors College**

**678-839-6636**

**[www.westga.edu/~honors/extendeddegrees](http://www.westga.edu/~honors/extendeddegrees)**

The Office of Extended Degree Programs is responsible for the administration of the Distance and Distributed Education, Evening/Weekend University, and the Newnan Center. The Office of Extended Degree Programs also provides administrative support for other off-campus graduate and undergraduate courses and programs. The offices of Extended Degree 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 three years or less:

### **College of Arts and Sciences**

Master of Arts in Psychology

Master of Public Administration

### **Richards College of Business**

Master of Business Administration

Master of Professional Accounting

### **College of Education**

Master of Education in Physical Education

Master of Education in Reading Education

Master of Education and Education Specialist in

Early Childhood

Media

Middle Grades Education

Professional Counseling

Secondary Education

Special Education

Certification Endorsements in

English to Speakers of Other Languages

Reading Endorsement

Non-Degree Programs for Teachers Holding Provisional Certification in Middle Grades Education (4-8) in

Middle Grades Education - Georgia Responds

Non-Degree Programs for Teachers Holding Provisional Certification in Secondary Education (6-12) in

- Biology Education
- Broad Field Science Education
- Chemistry Education
- Earth Science Education
- Economics Education
- English Education
- History Education
- Math Education
- Physics Education
- Political Science

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

- French Education
- Spanish Education

Non-Degree Certification Program for Candidates Holding a Master's Degree in Media (School Library Media)

### **Admission**

Credit programs require admission to the University of West Georgia before registration for classes. Interested individuals can apply online at [www.westga.edu/~gradsch](http://www.westga.edu/~gradsch) (see "How to Apply").

### **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 classes beginning for the semester in which you were accepted. 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 off-campus center in Newnan, GA, in August 1998. 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. In 2009, the Shenandoah Center was presented as a gift from Coweta County to the University System of Georgia Board of Regents and the University of West Georgia. The UWG Newnan Center is located off of Amlajack Boulevard in the Shenandoah Industrial Park.

In addition to the Bachelor of Science in Nursing and the Bachelor of Science in Early Childhood Education, UWG offers undergraduate courses in the University's core curriculum at the Newnan Center. UWG also offers a variety of graduate degrees in Newnan: Master of Business Administration, Master of Arts in Criminology, and Master of Education degrees in Early Childhood Education, Middle Grades Education, and Special Education. Additionally, courses leading to the Master of Public Administration degree are offered on a regular basis.

**Admission**

The requirements for admission to the Newnan Center are the same as admission to the University. Applicants for undergraduate admission should consult the *Admissions* section of the Undergraduate Catalog. Graduate students should see the Graduate Catalog for admission requirements for the Graduate School and the particular requirements of the program for which they are applying. The catalogs are available online.

**Registration**

The course schedule for the Newnan Center is viewable on the University's class bulletin each semester via BanWeb. Links to the Newnan section of the class bulletin can be found on the Center's web site ([www.newnan.westga.edu](http://www.newnan.westga.edu) <http://www.newnan.westga.edu/>). Registration for the Newnan Center is conducted the same way as the Main Campus. Students may register on BanWeb or in person at the Registrar's Office in Carrollton during the scheduled registration periods. For more information, call 770-254-7280.

**Advising**

Advisement for Early Childhood Education majors, e-Core classes, and general advising is offered at the Newnan Center. Call the Center for more information at 770-254-7280 for more information or to make an appointment.

**Test Proctoring**

The Newnan Center is a test proctoring site for e-Core classes and online courses for other universities. Call the Center at 770-254-7280 to schedule e-Core mid-term and final exams.



# GENERAL ACADEMIC POLICIES

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## **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 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.

## Full-Time and Part-Time Course Loads

The following tables provide the number of hours used to determine full-time, half-time, or less than half-time course loads. Although some graduate degree and non-degree programs require graduate students to take undergraduate courses, students are considered graduate students and should refer to the hours designated under the "Graduate" column.

### FALL & SPRING SEMESTERS

#### UNDERGRADUATE

Full-Time = 12 or more hours

Half-Time = 6 - 11 hours

Less Than Half-Time = 1 - 5 hours

#### GRADUATE

Full-Time = 9 or more hours

Half-Time = 5 - 8 hours

Less Than Half-Time = 4 or less

### SUMMER SEMESTER

#### UNDERGRADUATE

Full-Time = 9 or more hours

Half-Time = 5 - 8 hours

Less Than Half-Time = 1 - 4 hours

#### GRADUATE

Full-Time = 6 or more hours

Half-Time = 3 - 5 hours

Less Than Half-Time = 4 or less

## 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.
- W Withdrew, Failing
- F
- W 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.
- M
- 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 Honor

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

## 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.

## Academic Standards and Probation Policy

Graduate students must meet the following academic standards:

1. To be eligible for admission to candidacy, graduation, and to take comprehensive examinations, a student must maintain a cumulative grade point average of 3.0 or higher. No grade below C will be accepted as part of a program of study for a graduate degree. No course in which a student receives a C grade can be applied to education (Ed.D.) or psychology (Psy.D.) doctoral degree programs of study. A student receiving an F in any graduate course for any graduate program will be dismissed from the Graduate School.
2. The Graduate School will place on probation any student whose cumulative graduate grade point average falls below 3.0 after nine (9) hours of credit completed (without an F grade). If the grade point average remains below 3.0 after the completion of another nine (9) hours of credit completed, the student will be dismissed from the

Graduate School. In certain departments and programs, earning two C grades in graduate courses may result in dismissal from the Graduate School.

To be removed from probation, students must obtain a 3.0 grade point average or better for the next nine (9) hours completed. In addition to these minimum academic standards, students must also meet all academic standards and retention policies that have been adopted by departments and reported to the Graduate School. Please see individual departments and programs for their specific academic requirements.

## **Reinstatement**

Students dismissed from the Graduate School for academic reasons may apply for reinstatement after a period of no less than one semester. To apply for reinstatement, the student must present to the Graduate School a letter indicating the justification for reinstatement. The Graduate School will solicit the advice and recommendation of the appropriate department chair or appeals committee and will review the materials submitted. Upon positive recommendation from the Dean of the Graduate School, the student will be allowed to continue his/her course work, with any provisions established in conjunction with the department.

## **Admission to Candidacy**

Admission to candidacy may be granted by the Graduate School to any regular graduate student with a minimum 3.0 overall grade point average when the following requirements have been met: (1) completed at least 9 hours of acceptable graduate work at West Georgia; (2) submitted a graduate petition for degree to the Graduate School approved by the advisor, appropriate department chair, Dean of the Graduate School, and if applicable, an approved plan for thesis, research project, or dissertation.

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. in School Improvement 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. in School Improvement 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. in School Improvement 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/vpaa/index\\_1980.php](http://www.westga.edu/vpaa/index_1980.php).

## **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 re-

search 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 with a minimum 3.0 overall grade point average must make application for the degree with the Graduate School Office and must inform the Graduate School whether or not the candidate will participate in the graduation exercise by the specified deadline determined for each term.

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 "Supplementary Certification (Endorsements)" on page 170 of the College of Education chapter 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/~handbook.php](http://www.westga.edu/~handbook.php).

Directory Information includes name, address, telephone listing, major field of study, dates of attendance, previous institutions attended, degrees and awards received, participation in officially recognized activities and sports, height and weight of members of athletic

teams, photograph, and full- or part-time status, 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 September 15, 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/~handbook.php](http://www.westga.edu/~handbook.php) 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/~handbook.php](http://www.westga.edu/~handbook.php). 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 (VPAA) 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, he or she can



then appeal in writing, within twenty (20) business days, to the Dean of the College (or the VPAA 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 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, the Dean must appoint a hearing subcommittee consisting of three faculty members from the Committee on Graduate Studies (COGS), 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](http://www.westga.edu/~techlife).

# DEGREE PROGRAMS

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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
  - Public History
- Psychology
  - Organizational Development
- Sociology
  - General Sociology
  - Resources and Methods
  - Women's Studies

## **Master of Arts in Teaching**

- Secondary Education - Mathematics
- Secondary Education - Science

## **Master of Business Administration**

- WebMBA

## **Master of Education**

- Art Education (Deactivated)
- Business Education
- Early Childhood Education
- Educational Leadership
- French Language Teacher Education
- Media
  - Instructional Technology
  - School Library Media
- Middle Grades Education
- Physical Education
- Professional Counseling
  - College Student Affairs
  - Community Counseling

- School Counseling
- Reading Instruction
- Secondary Education
  - English
  - Mathematics
  - Science
  - Social Science
- Spanish Language Teacher Education
- 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 Science**

- Applied Computer Science
- Biology
- Mathematics

## Master of Science in Nursing

## Master of Science in Rural & Small Town Planning

## Specialist in Education

Business Education (Deactivated)  
 Early Childhood Education  
 Educational Leadership  
 Media  
     Instructional Technology  
     School Library Media  
 Middle Grades Education  
 Physical Education (Suspended)  
 Professional Counseling & Supervision  
 Secondary Education  
     English  
     Mathematics  
     Science  
     Social Science  
 Special Education

## Doctorate in Education

Professional 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 (6-12)  
 Broad Field Science (6-12)  
 Business Education (6-12)  
 Chemistry (6-12)  
 Early Childhood Education (P-5)  
 Earth/Space Science (6-12)  
 Economics (6-12)  
 English (6-12)  
 French (P-12)  
 History (6-12)  
 Mathematics (6-12)  
 Media Specialist (P-12)  
 Middle Grades Education (4-8)  
 Music (P-12)  
 Physics (6-12)  
 Political Science (6-12)  
 Professional School Counseling (P-12)  
 Spanish (P-12)

## Non-Degree Add-On Certification Programs and Endorsements in Education

Educational Leadership  
 ESOL Endorsement  
 Media Specialist  
 Reading Endorsement  
 Reading Specialist

## **Certificate Programs - Arts and Sciences**

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

### **Department of Computer Science**

Web Technologies

Human-Centered Computing

Software Development

System & Network Administration

### **Department of Geosciences**

Geographic Information Systems

### **Department of History**

Museum Studies

Public History

### **Department of Political Science & Planning**

Graduate Certificate in Public Management

### **School of Nursing**

Post Graduate Certificate in Nursing (Health Systems Leadership)

Post Graduate Certificate in Nursing (Nurse Education)

# COLLEGE OF ARTS AND SCIENCES

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**Dr. N. Jane McCandless, Transitional Dean**

**678-839-6405**

**[www.westga.edu/coas/](http://www.westga.edu/coas/)**

## **Degrees Offered**

The Master of Arts degree is offered with majors in Criminology, English, History, Psychology, and Sociology. The Master of Science degree is offered with majors in Biology, Applied Computer Science, Mathematics, Nursing and Rural and Small Town Planning. 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. Some programs may accept the Miller Analogies Test (MAT). Contact the Graduate School for more information.

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 & Literatures and their major department with a reading knowledge of an approved language. Alternately, students may secure approval from their major professor, department chair, and the Dean of the 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 & Literatures. A student receiving credit as an undergraduate at West Georgia in a language 2002 course with a grade of B or better within five years of admission to the Graduate School at the University of West Georgia shall be deemed to have fulfilled this requirement. Students may also satisfy the requirement by passing an approved graduate level special topics course offered by the Department of Foreign Languages & Literatures with a grade of B or better. No course taken to satisfy the foreign language requirement will count as one of the 27, 36, or 45 hours of course work in the student's program of study.

Students who wish to substitute computer science for the foreign language requirement must have their proficiency certified by the Department of Computer Science. Proficiency in computer science will be certified when a student makes a grade of A or B in CS 1301, Computer Science I, or a student can be certified by earning CLEP credit for "Information Systems and Computer Application." A student who has earned proficiency in Computer Science with an undergraduate degree at West Georgia will be given certification of proficiency if a written request for exemption is received by the Department of Computer Science within five years of the date in which credit was earned. With departmental approval, students may also satisfy the language requirement by passing Sociology 5003 (Statistics for the Social Sciences) with a grade of "B" or better.

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 & Literatures 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 a supervised cultural experience must obtain the approval of the chair of the Department 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 Course Descriptions: Anthropology, Chemistry, Educational Research, Foreign Languages, Geology, Mathematics, Natural Science, P-12 Education, Philosophy, Physics, Science, and Sports Management. For Art Education, see the College of Education section.

# MASTER OF ARTS DEGREE

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## ENGLISH – M.A.

### Department of English and Philosophy

TLC 2255 • 678-839-6512

[www.westga.edu/~engdept/](http://www.westga.edu/~engdept/)

#### **Professors:**

F. Chalfant, L. Crafton, M. Crafton, R. Hendricks (Chair)

#### **Associate Professors:**

C. Davidson, M. Doyle, G. Fraser, D. MacComb, M. Mitchell, D. Newton, A. Um-minger

#### **Assistant Professors:**

S. Boyd, B. Brickman, P. Erben, R. Harrison, E. Hipchen, 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 course work 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

# GEOGRAPHIC INFORMATION SYSTEMS CERTIFICATE

**Department of Geosciences**  
Calloway 101 • 678-839-6504  
<http://www.westga.edu/~geosci/>

## **Professors:**

S. Rose, 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.

### **GIS Certificate Program 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.

## **HISTORY—M.A.**

**Department of History**  
**TLC 3200 • 678-839-6508**  
**[www.westga.edu/~history/](http://www.westga.edu/~history/)**

### **Professors:**

C. Clark, J. Goldstein, H. Goodson (Chair), A. MacKinnon, E. MacKinnon, A. McCleary

### **Associate Professors:**

K. Bohannon, M. de Nie, K. Pacholl (Graduate Coordinator), T. Schroer

### **Assistant Professors:**

K. Hebert, C. Lipp, C. Pitzulo, N. Popov-Reynolds, 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 in history, including a course in historiography and at least five seminars. Under both plans, the student must fulfill a global/cultural literacy requirement and demonstrate a 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]

## PSYCHOLOGY—M.A.

Department of Psychology  
Melson 123 • 678-839-0613  
[www.westga.edu/psydept/](http://www.westga.edu/psydept/)

### Professors:

C. Aanstoos, T. Hart, D. Helminiak, J. Jenkins, K. Malone, D. Rice (Chair)

### Associate Professors:

J. Dillon, E. Dodson, M. Kunkel, L. Osbeck, A. Pope, 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:

### **Counseling Theory**

PSYC 6200 (Theoretical Approaches to Counseling & Psychotherapy)

### **Counseling Practicum or Internship**

PSYC 6287 (Clinical Practicum I)

PSYC 6387 (Clinical Practicum II)

### **Human Growth and Development**

PSYC 7102 (Lifespan Development)

### **Social and Cultural Foundations**

PSYC 6400 (Psychology, Culture, and Society)

### **The Helping Relationship**

PSYC 6220 (The Counseling and Psychotherapy Process)

### **Group Dynamics, Processing, and Counseling**

PSYC 6230 (Group Counseling and Psychotherapy)

### **Appraisal/Evaluation of Individuals**

PSYC 6280 (Theory and Practice of Clinical Assessment)

### **Research and Evaluation**

PSYC 6083 (Research Methods)

### **Professional Orientation**

PSYC 5085 (Horizon Seminar: Professional Orientation)

## **SOCIOLOGY—M.A.**

### **Department of Sociology and Criminology**

**Pafford • 217 678-839-6505**

[www.westga.edu/soccrim/](http://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, R. Lemke, 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 a related discipline. Applicants for graduate study in sociology must meet the requirements outlined by the Graduate School and must have:

1. taken the GRE (see Graduate School admissions guidelines for score requirements)
2. a 750-word intellectual autobiography that includes reasons for seeking the degree, and
3. three letters of recommendation.

Applicants not meeting these minimum requirements may be considered for provisional admission.

The core courses for the Master's program consist of nine hours in theory, research methodology, and statistics. To satisfy the theory requirement, students must take SOCI 6305 or another 6000-level theory course approved by the department's director of graduate studies. To satisfy the research methodology requirement, students must take SOCI 6013 or SOCI 6613. To satisfy the statistics requirement, students must take SOCI 5003 or another graduate level statistics course approved by the department's director of graduate studies. Students who have not taken a theory course in sociology must enroll in SOCI 5053 prior to enrolling in SOCI 6013 or SOCI 6613.

Students accepted into the program may choose either Plan I (Thesis) or Plan II (Comprehensive Exam). Under Plans I and II students must complete 21 hours of elective course work beyond the core requirements. Under Plan I students must also take three hours of Thesis Preparation (SOCI 6882), and three hours of thesis work (SOCI 6999). A thesis is required under Plan I. Under Plan II students must also take six hours of Comprehensive Exam Preparation (SOCI 6782). A comprehensive exam is required under Plan II. Under either plan students must complete a minimum of 36 hours, one-half of which must be at the 6000-level. A total of six hours may be selected from courses outside the Master's program in Sociology.

<u>Requirements</u>	<u>Plan I</u>	<u>Plan II</u>
Core Courses	9 hours	9 hours
Elective Courses	21 hours	21 hours
Thesis Preparation	3 hours	N/A
Thesis	3 hours	N/A
Comprehensive Exam Preparation	N/A	6 hours
Total Hours	36 hours	36 hours
Final Project	Thesis	Comprehensive Exam

In addition, all students 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

Pafford 240 • 678-839-6505

[www.westga.edu/soccrim/](http://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, R. Lemke, T. Matthews, N. Noori, C. Sawtell.

#### 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 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:

- minimum 2.50 overall GPA
- submission of official Graduate Record Examination (GRE) scores (see Graduate School admission guidelines for score requirements),
- 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, CRIM 6013, and CRIM 6015. 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 and substitution can be made with the approval of the Director of Graduate Studies. Students accepted into the program may choose either Track 1 (Thesis) or Track 2 (Comprehensive Exam). Under Track 1, a student must complete a minimum of 30 hours of course work and 6 hours of thesis. Under Track 2, a student must complete a minimum of 36 hours of course work and a comprehensive exam 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.

# PSY.D. IN PSYCHOLOGY

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Melson Hall • 678-839-6510

[www.westga.edu/psdoc/](http://www.westga.edu/psdoc/)

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 web site. The address for this website is [http://www.westga.edu/psydept/index\\_7688.php](http://www.westga.edu/psydept/index_7688.php). Interested applicants may also check for information on the web site of the Graduate School under Academic Programs (<http://www.westga.edu/~gradsch/>).

## Program Requirements

1. Earn 60 credits in approved doctoral level courses.  
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. 8000 level courses require permission of instructor if required doctoral courses have not been completed.

## 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, & Change

Research Methods

PSYC 8005 Human Science Methodologies

PSYC 8006 Advanced Qualitative Research

Practica

Praxis-based courses that provide increasing levels of integration of theory, complexity of systems, contexts/populations, research & interventions. Two practica will meet this requirement.

PSYC 9087, 9187

Practica can 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.

*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.

**Comprehensives:**

A doctoral student will fulfill the requirements of comprehensives by taking a final examination/project in all the required core academic and research courses. The nature and the grading of the comprehensive exam or final research project will be determined by the professor of record in the course. Copies of all of the exams/projects will be kept in a portfolio maintained by the Department. It is the student's responsibility to make sure that the portfolio stays up to date. A student may augment the portfolio with whatever material he/she deems appropriate. After completing all coursework, comprehensives, and dissertation proposal, the student normally begins the internship and registers for the dissertation.

**Internship:**

The internship should begin after the comprehensives for all core courses are successfully completed (including research courses and practica) and the student has successfully defended his/her dissertation proposal. The internship ideally provides the field foundation for the dissertation research and spans at least one and perhaps two semesters, with the total number of hours determined by the supervising faculty.

**Dissertation Committee:**

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

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

### **Dissertation Proposal**

The nature of the dissertation proposal will reflect the type of dissertation undertaken by the student as approved by the dissertation advisor.

### **Proposal Defense**

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

### **Dissertation Defense**

The dissertation defense will consist of an oral presentation by the student followed by a question-and-answer period led by the student's advisor. The dissertation defense is open to the public. After the defense, the student will give a department colloquium.

# MASTER OF SCIENCE DEGREE

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## APPLIED COMPUTER SCIENCE—M.S.

Department of Computer Science

TLC 2200 • 678-839-6485

[www.cs.westga.edu/](http://www.cs.westga.edu/)

**Professor:**

A. Abunawass (Chair)

**Associate Professors:**

L. Baumstark, W. Lloyd, A. Remshagen, D. Rocco, L. Yang, D. Yoder

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 on page 58 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
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Select one of the following two sequences:	6
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CS 6241: Software Development I	
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CS 6242: Software Development II	
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OR

CS 6251: Web Technologies I	
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CS 6252: Web Technologies II	
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Plans (*Students must choose one of the following plans*)

Plan I: Thesis	
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CS 6999: Thesis	6 – 9
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Plan II: Non-Thesis	
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Option 1: Project ( <i>up to 6 hours with a change in topic</i> )	
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CS 6900: Project	3 – 6
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Option 2: All Course Work	
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Students take CS approved graduate electives.	
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Electives	18-27
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<b>Total</b>	<b>36</b>
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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:

- Apply human/computer interaction principles and techniques in the analysis, design, development, and testing of a moderately sized software system.
- 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**

<b>Requirement</b>	<b>Hours</b>
CS 6281 Human/Computer Interaction I	3
CS 6282 Human/Computer Interaction I	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
<b>Total</b>	<b>15</b>

### **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:

- 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.
- 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).

### Required Courses

Requirement	Hours
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
<b>Total</b>	<b>15</b>

### 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:

- 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.
- Demonstrate an understanding of current issues in computer and network security and be able to apply technical solutions to address security needs and vulnerabilities.
- Discuss professional and ethical issues relevant to the profession of systems and network administration.
- 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

Requirement	Hours
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
<b>Total</b>	<b>15</b>

## 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:

- 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.
- 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

Requirements	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
<b>Total</b>	<b>15</b>

## BIOLOGY—M.S.

### Department of Biology

Biology 160 • 678-839-6547

[www.westga.edu/biology/](http://www.westga.edu/biology/)

#### Professors:

J. Hendricks, G. Payne, S. Swamy-Mruthinti, C. Tabit, H. Zot (Chair)

#### Associate Professors:

L. Kral, N. Penco

#### Assistant Professors:

H. Banford, B. Ballentine, M. Cavallin, J. Huff, W. Kenyon, M. Mitra, S. Molesworth-Kenyon, D. Morgan

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.

**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.

## MASTER OF SCIENCE IN MATHEMATICS

### Concentrations in Teaching and Applied Mathematics

Boyd 310 • 678-839-6489

[www.westga.edu/~math/graduate.html](http://www.westga.edu/~math/graduate.html)

#### **Professors:**

A. Boumenir, M. Gordon, B. Landman (Chair), V. Nguyen, V. Tuan

#### **Associate Professors:**

W. Faucette, C. Leach, A. Khodkar, K. Smith, S. Sykes, R. Xu, M. Yazdani

#### **Assistant Professors:**

J. Black, A. Chatterjee, J. Kang, K. Shin, F. Wei, K. Westbrook

#### **Visiting Assistant Professors:**

D. Robinson

#### **Instructors:**

R. Chilluffo, K. Dyke, C. Matthews, B. May

#### **Lecturers:**

C. Autrey, J. Bellon, G. Kittel, S. Rivera

For regular admission to the program, students are expected to have a Bachelor's degree from an accredited institution, a cumulative GPA of at least 2.7 on all college level work, a combined verbal and quantitative GRE score of at least 1030, with no score less than 400, completion of the calculus sequence (equivalent of UWG courses MATH 1634, 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 the Graduate School's web site (<http://www.westga.edu/~gradsch/>) to complete the online application form. For further information please e-mail [gradsch@westga.edu](mailto:gradsch@westga.edu).

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

#### **Mathematics 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 rele-

vant 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.

### **Mathematics 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.

Please contact the Department of Mathematics for more information.

# MASTER OF SCIENCE IN RURAL AND SMALL TOWN PLANNING

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## Department of Political Science and Planning

Pafford 140 • 678-839-6504

[www.westga.edu/assetsDept/index\\_5738.php](http://www.westga.edu/assetsDept/index_5738.php)

### Professors:

S. Caress, L. Howe, R. Sanders

### Assistant Professor:

G. Dixon, H. J. Jun, S. Lee, P. Rutledge

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.

# MASTER OF MUSIC DEGREE

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**Department of Music**  
**Humanities 105 • 678-839-6516**  
[www.westga.edu/music/](http://www.westga.edu/music/)

## **Professors:**

D. Bakos, J. Bleuel, L. Frazier, K. Hibbard (Chair)

## **Associate Professors:**

C. Gingerich, D. McCord, D. Overmier

## **Assistant Professors:**

E. Kramer

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/music/index\\_8004.php](http://www.westga.edu/music/index_8004.php).

**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

**Master of Music Degree, 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 at least three weeks 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 is 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.

# MASTER OF PUBLIC ADMINISTRATION DEGREE

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## Department of Political Science and Planning

Pafford 140 • 678-839-6504

[www.westga.edu/assetsDept/index\\_5737.php](http://www.westga.edu/assetsDept/index_5737.php)

### Professors:

S. Caress, L. Howe, R. Sanders

### Assistant Professor:

G. Dixon, H. J. Jun, S. Lee, P. Rutledge

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. Generally, 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 the Graduate School online application form and submit it along with official college transcripts prior to being accepted into the GCPM. Students seeking admission to the GCPM register in a non-degree/post-baccalaureate status. Courses taken by GCPM students are the same as those taken by MPA students. Students must complete their program of study within four years from the date of admission and 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.





# SCHOOL OF NURSING

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**Kathryn Grams, Ph.D., RN, Dean**  
Ed. Annex 264 • 678-839-6552  
[www.westga.edu/~nurs/](http://www.westga.edu/~nurs/)

The School of Nursing at the University of West Georgia offers a Master of Science degree with role options in either education or health systems leadership and a post-master's certificate program in education and health systems leadership. The nursing education track is a program of study that addresses innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Students develop expertise in health education and promotion, patient education, professional development, or college/university teaching. The health systems leadership track is a program of study designed to prepare nurse managers/leaders and clinical nurse leaders (CNLs). The CNL is a role designed by American Association of Colleges of Nursing (AACN, 2003) to prepare a leader who is accountable for management of care and the care environment.

Courses in the curriculum build upon courses in the baccalaureate program in nursing. Students apply research concepts, theories, and skills in the development of the role components of the program. The Master of Science in Nursing Program is designed to meet the need for nurse educators, 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, or students may pursue the degree on a part-time basis. Course work is provided using face-to-face and online instruction.

## **Professors:**

C. Epps (Associate Dean), K. Grams (Dean), L. Ware (Assistant Dean), C. Wilson

## **Assistant Professors:**

S. Ashford, N. Chadwick, L. Megginson

## **Mission Statement**

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  
 Washington, DC 20036-112  
[www.AACN.NCHE.edu](http://www.AACN.NCHE.edu)  
 202-887-6791

### **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

All applicants applying for admission to the Master of Science in Nursing program at the University of West Georgia must submit an official entrance examination score on the Graduate Record Exam (GRE) or the New Millers Analogies Test (MAT). Regular admission requires a GRE score of at least 800 (a minimum of 400 on the verbal and 400 on the quantitative sections of the exam). Regular admission requires a New MAT scaled score of 396-401 (percentile rank of 46-54). Test scores for the MAT will only be accepted if taken after October 2004. Please see Graduate School web site for more information.

### **Academic Standards**

Graduate students must maintain an overall grade point average of 3.0 or higher. If a graduate student receives two C's or one F, her/his record will be reviewed by the Graduate Dean, SON Dean and the SON Assistant Dean to determine whether or not she/he shall be allowed to continue. Appeals related to dismissal must be filed with the Dean of the Graduate School.

### **Early/Special Admission**

Undergraduate students who complete BSN requirements with a 3.0 or greater GPA in upper division nursing courses taken at the University of West Georgia will be automatically admitted to the Graduate School pending completion of the application. This admission would be active for a period of 5 years after graduation and the Graduate Record Examination or the Miller's Analogy Test would not be required.

### **Provisional Admission**

Students with less than the required GPA and GRE scores may be considered for provisional admission if the undergraduate grade point average multiplied by 100 and added to the student's verbal and quantitative scores on the GRE equals a minimum of 1000. In no event may the upper division nursing grade point average be less than 2.5 or the score on any portion of the GRE be less than 350. Criteria for meeting provisional admission

using MAT scores for tests taken from October 2004 and later have been established by the Graduate School. If your 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. Meeting the criteria for provisional admission status is no guarantee of admission. Provisional admission is ultimately subject to departmental approval and the Dean of the Graduate School.

### **Important Notice**

Non-degree and personal enrichment students may be admitted to select nursing courses on a space available basis only. Please be aware that no more than 9 hours taken as a post baccalaureate or non-degree student may subsequently be applied to a degree. In most situations, students will not be allowed to take the full 9 hours; therefore, students attempting to gain admittance to a degree program should make every effort to take the appropriate admissions test as soon as possible.

### **Admission Test Information**

Computer-based testing information is available throughout the year via the Internet at [www.gre.org/gentest.html](http://www.gre.org/gentest.html); for the new MAT access [www.millieranalogies.com](http://www.millieranalogies.com). For more information, call the Graduate School at 678-839-6419.

Upon receipt of all application materials by the UWG Graduate School and determination by the School of Nursing that all admission criteria are met, including minimum GRE or MAT scores and grade point average, the School 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 School of Nursing and the University of West Georgia Graduate School.

### **Expenses For The MSN Program**

Participation in the MSN program will incur expenses such as the following, and are also in the MSN Student Handbook at [www.westga.edu/~nurs/msn/msnprog.html](http://www.westga.edu/~nurs/msn/msnprog.html)

**Travel to clinical activities** – Students are individually responsible for obtaining transportation to and from clinical activities.

**Books** – The cost of textbooks is variable.

**Professional liability insurance** – The cost varies depending on the policy.

**Clinical/Skills Fees** – A fee will be charged for all clinical courses. These fees are payable with tuition.

**Criminal Background Check & Drug Screen** – Students must use preferred company for both parts, cost covers both parts.

### **Criminal Background Check & Drug Screen**

Healthcare facilities are requiring nursing students to have a certified criminal background check and drug screen for participation in clinical learning opportunities. Inability to complete the requirements may interfere with successful completion of degree requirements.

## School of Nursing Curriculum

The School of Nursing at the University of West Georgia offers a Master of Science in Nursing degree with role options in either education or health systems leadership and a post- masters certificate program in education and health systems leadership. The M.S.N. program is a professional degree program requiring 36-39 semester hours of credit. The degree requires course work in two tracks: Nurse Educator and Health Systems Leadership.

### Nurse Educator Track Courses (36 hours)

The Nurse Educator Track is a program of study that addresses innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Students will be able to develop expertise in health education and promotion, patient education, professional development, or college/university teaching.

#### Semester 1 - (Fall - 10 semester hrs)

- NURS 6010 Perspectives on Caring in Nursing (1-0-1)
- NURS 6100 Theoretical Foundations of Nursing Practice (3-0-3)
- NURS 6300 Health Care Delivery Systems (3-0-3)
- NURS 6401 Health Promotion and Advanced Health Assessment (2-3-3)

#### Semester 2 - (Spring - 10 semester hrs)

- NURS 6400 Scholarly Inquiry in Nursing (3-0-3)
- NURS 6404 Advanced Pathophysiology (3-0-3)
- NURS 6487 Specialty Nursing Practicum (0-8-2)
- NURS 6501 Role of the Nurse as Educator (2-0-2)

#### Semester 3 - (Fall - 9 semester hrs)

- NURS 6403 Advanced Applied Pharmacology (3-0-3)
- NURS 6500 Data Analysis in Nursing (2-0-2)
- NURS 6502 Assessment and Instruction in Nursing (2-0-2)
- NURS 6587 Nurse Educator Role Practicum I (0-8-2)

#### Semester 4 - (Spring - 7 semester hrs)

- NURS 6503 Outcomes Evaluation in Nursing Education (2-0-2)
- NURS 6787 Nurse Educator Role Practicum II (0-8-2)
- NURS 6989 Evidence Based Project (3-0-3)

### Health Systems Leadership Track Courses, Leader/Manager (36 hours)

The leader manager program of study is designed to prepare nurse managers/leaders and clinical 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.

#### Semester 1 - (Fall - 10 semester hrs)

- NURS 6010 Perspectives on Caring in Nursing (1-0-1)
- NURS 6100 Theoretical Foundations of Nursing Practice (3-0-3)

- NURS 6300 Health Care Delivery Systems (3-0-3)
- NURS 6403 Advanced Applied Pharmacology (3-0-3)

**Semester 2 - (Spring - 7 semester hrs)**

- NURS 6400 Scholarly Inquiry in Nursing (3-0-3)
- NURS 6601 Role of the Nurse as Leader/Manager (2-0-2)
- NURS 6487 Specialty Nursing Practicum (0-8-2)

**Semester 3 - (Fall - 10 semester hrs)**

- NURS 6602 Problem Solving in Health Systems Leadership (2-0-2)
- NURS 6687 Health Systems Leadership Role Practicum I (0-8-2)
- NURS 6401 Health Promotion and Advanced Health Assessment (2-3-3)
- NURS 6989 Evidence Based Project (3-0-3)

**Semester 4 - (Spring - 9 semester hrs)**

- NURS 6603 Outcomes Evaluation in Health Systems Leadership (2-0-2)
- NURS 6887 Health Systems Leadership Role Practicum II (0-8-2)
- NURS 6404 Advanced Pathophysiology (3-0-3)
- NURS 6500 Data Analysis in Nursing (2-0-2)

**Health Systems Leadership Track Courses, Clinical Nurse Leader (36 hours)**

The CNL is a role designed by the American Association of Colleges of Nursing (AACN, 2003) to prepare a leader for management and leadership positions in the health care system. Courses focus on 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.

**Semester 1 - (Fall - 10 semester hrs)**

- NURS 6010 Perspectives on Caring in Nursing (1-0-1)
- NURS 6100 Theoretical Foundations of Nursing Practice (3-0-3)
- NURS 6300 Health Care Delivery Systems (3-0-3)
- NURS 6401 Health Promotion and Advanced Health Assessment (2-3-3)

**Semester 2 - (Spring - 9 semester hrs)**

- NURS 6187 Clinical Nurse Leader Practicum I (0-5-1)
- NURS 6400 Scholarly Inquiry in Nursing (3-0-3)
- NURS 6404 Advanced Pathophysiology (3-0-3)
- NURS 6601 Role of Nurse as Leader (2-0-2)

**Semester 3 - (Fall - 8 semester hrs)**

- NURS 6287 CNL Practicum II (0-5-1)
- NURS 6403 Advanced Applied Pharmacology (3-0-3)
- NURS 6500 Data Analysis in Nursing (2-0-2)
- NURS 6602 Problem Solving in Health Systems Leadership (2-0-2)

**Semester 4 - (Spring - 9 semester hrs)**

- NURS 6387 CNL Practicum III (0-20-4)
- NURS 6603 Outcomes Evaluation in Health Systems Leadership (2-0-2)
- NURS 6989 Evidence Based Project (3-0-3)

## **Post-Graduate Certificates in Nursing Education and Health Systems Leadership Courses**

The purpose of the School of Nursing post-master's certificate programs in Nursing Education and Health Systems Leadership is to prepare advanced practice registered nurses for careers in nursing education and health systems leadership. Admission is limited to registered nurses licensed in Georgia with an earned master's degree in nursing from 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-Master's Certificate Courses, Leader/Manager (10 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)
- NURS 6687 Health Systems Leadership Role Practicum I (0-8-2)
- NURS 6887 Health Systems Leadership Role Practicum II (0-8-2)

### **Health Systems Leadership Post-Master's Certificate Courses**

### **Health Systems Leadership Post-Master's Certificate Courses - Clinical Nurse Leader (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)
- NURS 6187 Clinical Nurse Leader Role Practicum I (0-5-1)
- NURS 6287 Clinical Nurse Leader Role Practicum II (0-5-1)
- NURS 6387 Clinical Nurse Leader Role Practicum III (0-20-4)





# RICHARDS COLLEGE OF BUSINESS

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Faye S. McIntyre, Dean  
678-839-6467

<http://www.westga.edu/rcob/index.php>

## **Professors:**

R. Best, B. Bird, D. Boldt, J. Burton, J. Colley, S. Dutt, C. Haynes, J. Haynes, C. Hodges, D. Hovey, J. Johnson, W. Lankford, H. McCraw, K. Moffeit, A. North, W. Schaniel, S. Talpade, J. Yang, J. Yoder, M. Zachary

## **Associate Professors:**

J. Anderson, T. Gainey, S. Hazari, M. Kassis, F. Parsa, H. Patron--Boenheim, R. Pearce, W. Smith, D. Turner, D. Webb

## **Assistant Professor:**

E. Bergiel, S. Hall, J. Murphy, B. Prince, Y. Wei

## **Instructor:**

M. Halonen-Rollins

## **Web MBA Faculty:**

T. Cairnery, C. Campbell, B. Caster, R. Cheramie, K. Elder, E. Leeds. C. Lowery, W. Miller, T. Reisewitz, G. Roberts, D. Sams, E. Walker, H. Woodard, J. Yang, J. Zhang

## **Mission Statement**

[http://www.westga.edu/rcob/index\\_9536.php](http://www.westga.edu/rcob/index_9536.php)

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.*

## **MASTER OF BUSINESS ADMINISTRATION DEGREE**

**Richards College of Business – Adamson Hall**

**[www.westga.edu/rcob/index\\_12385.php](http://www.westga.edu/rcob/index_12385.php)**

**678-839-6467**

Through a rigorous and intellectually challenging experience, the Master of Business Administration (MBA) program engages students in the process of solving business problems. The MBA program prepares students to perform effectively in management positions or to pursue further studies. The objectives of the MBA program are to enhance the student's ability to:

- Communicate at a professional level in oral presentations and in writing using appropriate technologies.
- Work effectively with others and lead in organizational situations.
- Identify how globalization affects organizations and their environment.
- Recognize the importance of ethical decision making.
- Integrate analytical and problem solving skills with concepts and theories from all functional areas of business using appropriate analytical and decision making technologies.

The MBA program is accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting agency for management education. The MBA serves working professionals through evening courses on campus in Carrollton and the University of West Georgia at Newnan as well as online through the Georgia WebMBA®. Students may also enroll in the MBA program full time on the Carrollton campus.

### **Admission Criteria**

The MBA program in the Richards College of Business relies on a competitive admission process. In all cases final admission decisions are made by the Richards College of Business Graduate Admissions Committee. In order to be considered for admission, applicants must hold an undergraduate degree from an accredited institution and meet the following criteria:

- 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 a limited number of cases, prospective students 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.

Once a student has met this criterion, all aspects of the student's file are reviewed by the MBA admissions committee. The MBA admissions committee will then determine whether or not the applicant has provided evidence that he or she will likely succeed in the MBA program. If the committee finds that the student has provided evidence to support his or her likely success in the program, the student is admitted. If not, the student is permitted to provide further evidence of preparation and request the committee again review his or her file for admission. Students are encouraged to work closely with the RCOB Administrative Director of Graduate Programs throughout the admission process.

### **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 course work (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency, if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module 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 course work 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](http://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 for the Georgia WebMBA® are the same as those for the traditional program offered on campus in Carrollton and at the Newnan Center with the additional requirements of two years professional work experience. All Georgia WebMBA® courses are offered completely online. The Georgia WebMBA® is a lockstep program in that all students in each cohort complete all courses together. The program is part-time (6 credits per semester). If all coursework is completed on schedule, students earn the degree in 22 months.

Prior to entering the WebMBA program, students must demonstrate competency in the principles and practices of business. This can be demonstrated by successfully completing undergraduate courses or through the completion of learning modules in the following areas:

**Financial Accounting**  
**Managerial Accounting**  
**Corporate Finance**  
**Business Statistics**

**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](http://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](http://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 *Table of Charges* on page 44.

### **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 domestic students who have an undergraduate accounting degree from an AACSB-accredited institution and an overall GPA of 3.2 or higher. International students are not allowed to waive the GMAT.

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.

These criteria represent minimum standards and provide no guarantee of acceptance into the Master of Professional Accounting program. Admission to the Master of Professional Accounting program is competitive. Final admissions decisions are made by the Department of Accounting & Finance Admissions Committee at the University of West Georgia Graduate School.

### **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.

# COLLEGE OF EDUCATION

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Kim K. Metcalf, Dean

678-839-6570

[coe.westga.edu/](http://coe.westga.edu/)



**PREPARING  
EXEMPLARY  
PRACTITIONERS**

**FIELD-BASED  
INQUIRY  
PROFESSIONAL  
EXCELLENCE  
BETTERMENT  
OF SOCIETY**

Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive  
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

## **Mission Statement**

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of learning settings, to foster an innovative, student-focused learning community, and to empower a faculty committed to teaching, applied research, and the dissemination of knowledge.

## **Vision Statement**

The College of Education at the University of West Georgia will lead the professional preparation of exemplary practitioners who individually and collectively influence the betterment of society within diverse, changing environments. As part of a doctoral comprehensive university, we are committed to teaching excellence, evidence-based practice, exploration and communication of new knowledge through applied research, and multi-faceted collaboration.

## **Description of Program**

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 the University of West Georgia has one of the largest graduate teacher education programs in Georgia.



Educational professionals attend the 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 (American Psychological Association) 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 art education, business education (working with the Richards College of Business), early childhood education, educational leadership, professional counseling (college student affairs, community counseling, and school counseling), physical education, media (school library media and instructional technology), middle grades education, reading instruction, English, French, mathematics, science, social science, Spanish, special education (adapted curriculum and general curriculum), and speech-language pathology.

Most majors consist of a minimum of 36 semester hours of course work. Students seeking options in community counseling or school counseling in Professional Counseling require 48 hours; students seeking the college student affairs option are required to complete 42 hours. Both the community counseling and school counseling programs in Professional Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and designed to meet academic requirements for licensing as a professional counselor (LPC) in Georgia.

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

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

For most programs, applicants must have earned a minimum 2.5 undergraduate grade point average calculated on all work attempted in which letter grades were awarded, and typically, 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 section of the GRE, whichever of the two is higher, for a minimum combined score of 800. Applicants may also submit a score on the Miller Analogies Test off 44 or higher (old form) or 396-401 (new form). 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. programs. **Scores from the ETS PRAXIS or**

**Georgia Assessments for the Certification of Educators (GACE) tests are unacceptable for admission into M.Ed. degree programs.**

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

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

**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:

- 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.**
- 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.

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.** Some graduate programs do not admit candidates provisionally. Contact the respective department offering the program in which you are interested for more information.

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 educational leadership, business education, early childhood education, media (school library media and instructional technology), middle grades education, professional counseling and supervision, physical education, secondary education (with concentrations in English, mathematics, science, and social studies), and special education.

Students seeking an Ed.S. degree should have previously completed requirements for a master's degree in the same field. Typically, eligibility for the level-5 certificate, based on master's-level work in the same field, must be established before admission to the Ed.S. program. Applicants must check with each program advisor to determine prerequisites needed for admission to the Ed.S. program. Courses taken prior to admission to an Ed.S. program will not count towards the hourly requirements of an Ed.S. degree program.

Only regular admission is used for the Education Specialist degree with the following minimum University System admission requirements being established: a master's degree from an accredited graduate institution, a 3.0 grade point average on all graduate work attempted, and satisfactory test scores. Contact the Graduate School Office for information concerning the graduate program to which you are applying for more information. MAT scores are not accepted for admission into the Ed.D. programs in School Improvement and Professional Counseling and Supervision. **Scores from the ETS PRAXIS series or Georgia Assessments for the Certification of Educators (GACE) tests are not accepted for admission into Ed.S. degree programs. However, they may be required for certification.** Each department offering the Ed.S. degree may set higher standards.

### 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 word processed 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 project 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 a bachelors degree from an accredited college or university. The bachelor degree program must reflect a broad general education with at least two courses from these three areas: (a) humanities, (b) mathematics/science, and (c) social sciences.
2. Candidates must meet the following requirements for admission to teacher education:
  - a. Overall minimum GPA.  
For early childhood, middle grades, secondary, art, music, and foreign language, a grade point average of 2.7 overall in academic work completed. For physical education majors, a grade point average of 2.5 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 basic skills test (or exemption) required of all candidates admitted to teacher education-GACE Basic Skills Assessment or Praxis I. (Praxis I is appropriate only for candidates who achieved a passing composite score on this test on or before September 1, 2006). See academic advisors for specific details.
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 three 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: 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 in each graduate course or an overall grade point average of 3.0 on all graduate work attempted applicable to the field of education; and earn a C or better in each undergraduate course and maintain a 2.7 term grade point average.
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. Satisfactory results on the College of Education Criminal Background Check.
10. *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 grade point average needed for admission to the program.
3. Candidates must earn a grade of B or better in each graduate course or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification; and C or better in each undergraduate course and maintain a 2.7 term grade point average.
4. Successfully complete each field experience attempted 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.

- Complete specific program requirements as outlined by the approved program of study.
- Complete SPED 3715 or departmental approved alternative to meet the special education requirement of Georgia House Bill 671.
- Complete Computer Skill Competency requirement as outlined in the A+ Education Reform Act (House Bill 1187). Students holding non-renewable certification may complete the requirement through any PSC approved course as found at the following link:  
<http://www.gapsc.com/EducatorPreparation/ApprovedPrograms/EducationProgram.asp>. AssessOnline and GACE Computer Skill Competency Assessments are not acceptable.
- Candidates must earn a grade of B or better in each graduate 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 and maintain a 2.7 term grade point average.
- Complete successfully all field experiences, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, and students.
- Earn a passing score on the appropriate certification test of the teaching field content, as required for certification by the Professional Standards Commission.
- 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**

Under no circumstances will any candidate be considered for field experiences or be permitted to begin field experiences in the schools until he or she has submitted the *College of Education Criminal Background Check* form and the Office of Field Experiences has received a cleared status.

The College of Education has taken steps to assist candidates in meeting schools' requirements. There are two checkpoints at which candidates must complete a *College of Education Criminal Background Check* form: (1) prior to admission to the teacher education program; and (2) prior to internship placement. Deadline dates that must be met prior to placement are located at: [coe.westga.edu/placement/](http://coe.westga.edu/placement/).

The *College of Education Criminal Background Check* form is located at: [coe.westga.edu/Students/documents/](http://coe.westga.edu/Students/documents/). Select *COE Criminal Background Check* to print the form. The completed form must be notarized and submitted to the Office of Field Experiences. (To assist candidates, a notary public is available in the Office of Field Experiences at no charge.) Self-reporting of any incidents that occur between checkpoints must be submitted in writing to the CBC Coordinator in the Office of Field Experiences. For additional information, see the *Teacher Education Handbook* located at: [coe.westga.edu/Students/TCFP/documents.asp](http://coe.westga.edu/Students/TCFP/documents.asp).

### **Internship/Practicum Fee**

A course-related fee is associated with internships and practicums in educator preparation programs at the University of West Georgia. The fee, which was endorsed by the West Georgia Student Government Association, is used to provide honoraria to members of schools who assist our 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.

### **UWG Pre-Kindergarten/Child Development Center**

The program 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**

All College of Education classrooms and seminar rooms located in the Education Center, Education Annex, and Coliseum are equipped with a computer, VCR, LCD projector, and screen to support display of multimedia resources. Each computer has an internal CD/DVD player, USB connections on the keyboard or monitor to accommodate flash drives, and an Internet connection. Personal laptops can be integrated into the system using a provided cable and switch. Some rooms have a SP Control system, document camera, symposium touch screen monitor, and/or wireless mice. Technical assistance and training on equipment use is available through the ITS helpdesk (678-839-6587).

### **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](http://uwglabs.westga.edu).

For technical assistance or training on equipment use, contact the ITS Helpdesk at 678-839-6587.

### **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/testcenter.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.

# ART EDUCATION

**Department of Art**  
**Humanities 322 • 678-839-6521**  
**[www.westga.edu/~artdept/](http://www.westga.edu/~artdept/)**

*NOTE: No applications for the M.Ed. in Art Education will be accepted for the 2009-2010 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.

## **T-5 Certification in Art (K-12)**

<b>Requirement</b>	<b>Hours</b>
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.

## BUSINESS EDUCATION

Department of Marketing & Real Estate  
RCOB 161 • 678-839-5041

**Professor:**

A. North

**Associate Professor:**

S. Hazari

**Assistant Professor:**

S. Hall

**Part-Time Professor and Dean Emeritus:**

J. Johnson

**Lecturer:**

S. Thompson

### **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 has been deactivated. We are not accepting applications to this program at this time.**

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

# EARLY CHILDHOOD EDUCATION

## Department of Curriculum and Instruction

Ed. Annex 217 • 678-839-6559  
 coe.westga.edu/CI/

The College of Education is reorganizing and departmental names and locations will be changed during the 2010–2011 academic year. Please check the College of Education web site for updates.

### **Professors:**

D. Jenkins, H. Morgan

### **Associate Professors:**

J. Drake, R. Duplechain, J. Strickland

### **Assistant Professors:**

K. Tate, U. Thomas

### **Lecturer:**

G. Marshall

### **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](http://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 Early Childhood Education 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](http://www.westga.edu/~gradsch).

## EDUCATIONAL LEADERSHIP

### Department of Educational Leadership and Professional Studies

Ed. Annex 137 • 678-839-6557

[coe.westga.edu/elps/](http://coe.westga.edu/elps/)

The College of Education is reorganizing and departmental names and locations will be changed during the 2010-2011 academic year. Please check the College of Education web site for updates.

#### **Professors:**

D. Hoff, C. Mertler, K. Metcalf, R. Morris

#### **Associate Professors:**

L. Cornelius, M. Gantner (Chair), C. Hendricks, A. Packard

#### **Assistant Professors:**

M. Coleman, 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.

### **Educational Leadership - M.Ed.**

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.

### **Educational Leadership - 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 NL-6 or NL-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 21 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 21 semester hours required of all candidates in this program includes a year-long performance-based residency. While participating in this 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.



## PROFESSIONAL COUNSELING

### Department of Counseling and Educational Psychology

Ed. Annex 237 • 678-839-6554

[coe.westga.edu/cep/](http://coe.westga.edu/cep/)

The College of Education is reorganizing and departmental names and locations will be changed during the 2010-2011 academic year. Please check the College of Education web site for updates.

#### **Professors:**

S. Boes, D. Cobia, R. Stanard (Interim Chair)

#### **Associate Professors:**

L. Cao, J. Chibbaro, L. Painter, M. Slone

#### **Assistant Professors:**

J. Charlesworth, M. Hancock, M. Parrish

The Counseling and Educational Psychology Department offers three graduate degrees in counseling, M.Ed. in Professional Counseling (School, Community, or College Student Affairs), Ed.S. in Professional Counseling and Supervision, and Ed.D. in Professional Counseling and Supervision. The M.Ed. programs in Community and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The M.Ed. in College Student Affairs meets the criteria for master's programs in the 6th edition of the Council for the Advancement of Standards in Higher Education (CAS). The department also offers an initial certification/non-degree program in school counseling for individuals who want to be certified as a school counselor and who have a master's degree (or higher) in counseling.

#### **Professional Counseling—M.Ed.**

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

Core courses in school and community counseling include studies 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 also are required.

The School Counseling program is preparatory for certification (S-5) in elementary, middle, and secondary school counseling. Completion of the M.Ed. in School Counseling meets one of the requirements for professional certification as a school counselor (S-5) in Georgia. A passing score on the GACE Basic Skills Assessment, GACE Content

Assessment, and a recommendation from the University of West Georgia also are required.

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

The Community Counseling program is preparatory for a wide variety of positions in community agencies, business, and institutions. Both the Community Counseling and School Counseling options meet the educational requirements for licensure as a professional counselor (LPC) in Georgia and national counselor certification (NCC).

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

#### **Admission requirements include**

- Minimum 2.7 undergraduate GPA
- Minimum GRE composite score of 900 (minimum of 450 verbal and 450/3.5 quantitative or analytical writing)
- Three (3) strong letters of reference from previous faculty, employers, supervisors, or professional colleagues. One letter may be a personal reference.
- Written personal narrative describing the reasons for applying to either the school, community, or college student affairs option, an analysis of personal strengths and weaknesses related to chosen option, career goals, and anticipated benefits from the program
- Interview with faculty

#### **Learning Outcomes (School and Community Counseling)**

Students will:

- Develop and demonstrate an identity as a professional counselor
- Demonstrate an understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants
- Demonstrate an understanding of and compliance with codes of ethics and standards of practice of the counseling profession
- Demonstrate ability to use technology to enhance services delivered to clients/students
- Demonstrate an understanding of and skills to work with and advocate for diverse client/student populations
- Demonstrate an understanding and practical application of theories of individual 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 ability to facilitate client/student career decision making and/or opportunities

### **Learning Outcomes (College Student Affairs)**

Students will demonstrate:

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

### **Professional Counseling and Supervision—Ed.S.**

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

Admission requirements include:

- Master's degree in counseling or very closely related field
- Minimum 3.0 graduate GPA
- Minimum GRE composite score of 900 (minimum of 450 verbal and 450/3.5 quantitative or analytical writing)
- Three (3) strong letters of reference from previous graduate faculty, employers, supervisors, or professional colleagues
- Written personal narrative
- Interview with faculty
- If the prospective student's master's degree is NOT from a CACREP accredited counseling program, the student must have taken the equivalent of:
  - CEPD 7138 Multicultural Counseling and Education
  - CEPD 6140 Introduction to Counseling Practice

- CEPD 6131 Counseling Theories
- CEPD 6160 Group Counseling
- CEPD 7152 Research and Program Evaluation
- CEPD 6189 Practicum

Students who are admitted without having the equivalent of the above courses are expected to complete them successfully before taking the required Ed.S. coursework. These prerequisite courses will not count toward meeting the requirements for the Ed.S. degree.

### **Professional Counseling and Supervision—Ed.D.**

The mission of the Professional Counseling and Supervision program is to prepare School and Community Counselors to be proficient in professional counseling and supervision and in program evaluation. In addition, they will be leaders committed to helping marginalized and underserved populations in the communities, schools, and agencies they serve. The program consists of 111 graduate hours, 36 hours beyond a 48 hour CACREP accredited (or CACREP equivalent) master's degree and 27 hour Ed.S. degree in counseling. After a rigorous screening process, cohorts are selected in March of each year, and students will be notified of their acceptance in April. Each cohort will be limited to 6 students. Course work will begin fall semester of each year. The program is designed to be completed in two full years (6 semesters, including summers). Successful completion and defense of a dissertation are required.

#### **Admission requirements include:**

- An Education Specialist degree in counseling from an accredited institution
- A master's degree in counseling from a CACREP accredited program. If the program was not CACREP accredited at the time of the applicant's graduation, the applicant must demonstrate that the program was CACREP equivalent
- Minimum graduate grade point average (GPA) of 3.5 on a 4.0 scale for all graduate course work
- Certification as a Professional School Counselor and/or licensure as a Professional Counselor
- Minimum GRE composite score of 1000 (minimum 450 verbal and 450/3.5 quantitative or analytical writing)
- A 300-500 word essay presenting the applicant's professional goals and how the doctorate in Professional Counseling and Supervision will contribute to achieving those goals
- Three recommendations from professionals who are familiar with the applicant's professional qualities on the Professional Counseling and Supervision recommendation form
- A vitae listing contact information, educational background, employment history, awards and recognitions, presentations, etc. is required
- Minimum of three years of experience in private or public schools, community agency, hospital, or private practice
- A letter from the applicant's administrative supervisor indicating support for their doctoral studies and related activities

- A signed copy of the Professional Counseling and Supervision mission statement
- Current Certificate of Immunization (required for new students only)
- An interview with a team of faculty members to be scheduled after the review of submitted materials
- An on-site writing sample

### **Initial Certification/Non-degree Program**

The department offers an initial certification/non-degree program in Professional 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 credit hours to complete. A program of study will be developed with the student upon review of the transcript after admission.

## **MEDIA**

### **Department of Media and Instructional Technology**

**Ed. Annex 138 • 678-839-6558**

**[coe.westga.edu/mit/](http://coe.westga.edu/mit/)**

The College of Education is reorganizing and departmental names and locations will be changed during the 2010-2011 academic year. Please check the College of Education web site for updates.

#### **Professors:**

E. Bennett, D. Putney

#### **Associate Professor:**

D. Baylen, M. Bray, L. Haynes, P. Snipes

#### **Assistant Professor:**

O. P. Cooper, C. Goldberg, J. Huett

#### **Learning Outcomes:**

For the learning outcomes for all programs refer to the web site [coe.westga.edu/mit/index.html](http://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 and satisfactory GRE or MAT scores.

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 and satisfactory GRE or MAT scores. Applicants for track one in School Library Media must be eligible for S-5 certification in School Library Media. Exit certification eligibility is determined by the certificate held during admission to the program. Students are advised individually concerning certification eligibility. A minimum of 27 semester hours of graduate study after completion of the master's degree is required. Track one candidates take 3 hours of educational psychology, 9 hours of required media and instructional technology courses, 6 hours of educational research and program evaluation, and 9 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.

### **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.

## **MIDDLE GRADES EDUCATION**

### **Department of Curriculum and Instruction**

**Ed. Annex 217 • 678-839-6559**  
**coe.westga.edu/CI/**

The College of Education is reorganizing and departmental names and locations will be changed during the 2010–2011 academic year. Please check the College of Education web site for more information.

**Associate Professor:**

H. Ramanathan

**Assistant Professor:**

A. Nazzal

**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](http://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.

**Middle Grades Education 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 require-

ments 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.

## PHYSICAL EDUCATION

### Department of Health, Physical Education, and Sport Studies

Coliseum 2057 • 678-839-6530

[coe.westga.edu/per/](http://coe.westga.edu/per/)

The College of Education is reorganizing and departmental names and locations will be changed during the 2011-2011 academic year. Please check the College of Education web site for updates.

#### **Professor:**

D. Jenkins

#### **Associate Professors:**

F. Butts, J. Johnson

#### **Assistant Professors:**

P. Anderson, L. C. Hatfield, L. M. Hatfield, B. Heidorn

#### **Physical Education—M.Ed.**

The Master of Education (M.Ed.) in Physical Education is a state-approved, 36-hour program that requires 15 hours of core courses plus completion of an Area of Concentration. Two Areas of Concentration are available through the department.

#### **Teaching Certification Concentration**

The Master of Education in Physical Education: Certification Concentration provides course work leading to P-12 teaching certification (T-4) in health and physical education as part of the graduate degree program. This Concentration option is aimed at provisionally certified teachers and bachelor degree holders who aspire to teach health and physical education in Georgia schools. Targeting working adults, the classes are concentrated in the summers and on weekends throughout the academic year. Provisionally certified teachers who are employed full-time to teach health and physical education can complete the field experience requirements largely in their own classrooms. The program is delivered 65% online, with an emphasis on content and classroom applications in the face-to-face meetings. Class meetings are held on the Carrollton campus.

The Master's degree with Certification Concentration requires a total of 64 hours of undergraduate and graduate course work and internship. Candidates are recommended for certification upon successfully completing 52 credit hours and the state required 900 hours of field experience, which can be completed in as little as four semesters. The Master's degree is awarded upon completion of an additional 12 hours of graduate course work. Applicants must hold an undergraduate degree from an accredited college or university with a minimum grade point average of 2.7 on a 4.0 scale. A passing score or ex-



emption of the GACE Basic Skills Assessment or Praxis I exam, three letters of recommendation, and a professional essay also are required. Based on the field of the undergraduate degree, some applicants may be required to take additional content courses as prerequisites to the program. Please consult the department web page for additional application requirements.

### **Effective Teaching Concentration**

The Master of Education in Physical Education: Effective Teaching Concentration provides course work that leads certified teachers to improve their practice, expand their content knowledge, focus their assessment practices, and gain skills in advocacy and leadership. Targeting certified health and physical education teachers, the classes are offered throughout the year in a hybrid (partly on-line) delivery format. Class meetings are held on the Carrollton campus.

The Master's degree with Effective Teaching Concentration requires 36 hours of course work. Applicants must hold an undergraduate degree in physical education from an accredited college or university and possess a clear renewable teaching certificate in health and physical education. They also must have a grade point average of at least 2.7 on a 4.0 scale.

### **Learning Outcomes**

Graduates of the Master of Education program in physical education will be able to:

1. *Teach effectively*, and know how to self-monitor their professional growth by analyzing their practice in light of research, setting specific goals for improving their performance, following through to implement those changes, then reflecting on the impact on student learning and skill development;
2. *Impact their P-12 culture* in ways that improve the way health and physical education are taught in those settings through modeling best practices, outreach, sharing methods and research, presenting defensible positions related to teaching health and physical education, and supervising student teachers;
3. *Demonstrate leadership and professionalism* as a health and physical educator, thus improving the responsiveness of the education community toward health and physical education school programs.

## READING EDUCATION

### Department of Curriculum and Instruction

Ed. Annex 217 • 678-839-6559

[coe.westga.edu/CI/](http://coe.westga.edu/CI/)

The College of Education is reorganizing and departmental names and locations will be changed during the 2010-2011 academic year. Please check the College of Education web site for updates.

#### **Associate Professors:**

C. Doheny, D. Harkins, J. Ponder, R. Reigner

#### **Assistant Professor:**

T. Ogletree

#### **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](http://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.

## SECONDARY EDUCATION

### Department of Curriculum and Instruction

Ed. Annex 217 • 678-839-6559

[coe.westga.edu/CI/](http://coe.westga.edu/CI/)

The College of Education is reorganizing and departmental names and locations will be changed during the 2010–2011 academic year. Please check the College of Education web site for updates.

#### **Associate Professor:**

J. Butler

#### **Lecturer:**

G. Marshall

#### **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](http://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 consists of 36 semester hours. This includes 6 semester hours of Professional Education, 6 hours of Education Specialty (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 consists of 36 semester hours. This includes 6 semester hours of Professional Education, 6 hours of Education Specialty (Curriculum and Methodology), 15 hours of Content Specialization, 3 hours of Research, and 6 hours of approved Electives.

## SECONDARY MATHEMATICS AND SCIENCE EDUCATION— M.A.T.

The Master of Arts in Teaching (M.A.T.) Secondary Math and Science is an online degree offered cooperatively by five institutions: Columbus State University, Georgia Southern University, Kennesaw State University, University of West Georgia, and Valdosta State University, all fully accredited institutions in the University System of Georgia. This program targets career changers who are interested in entering the teaching profession and who possess the prerequisite educational background in science, technology, engineering, mathematics, or a related field. Teacher certification options available through this degree include Mathematics, Biology, Chemistry, Physics, and Earth/Space Science at the secondary level (i.e., certification in grades 6-12).

This innovative degree program combines online course work with practicum experiences in both middle and secondary schools and leads to initial certification at the T-5 level. The 39-hour program is based on the Georgia Framework for Teaching which supports six domains: content & curriculum, knowledge of students & their learning, learning environments, assessment, planning & instruction, and professionalism. The indicators in the framework serve as the program outcomes. These competencies are embedded in courses, and students are expected to demonstrate that they can meet the competencies primarily in two performance-based courses: Practicum and Student Teaching.

All course work and assignments are completed online. Some courses require 30-90 hours of field experience within the grades 6-12 setting. Students who are working full-time in a 6-12 classroom will not be able to complete all field experience hours in their own classrooms. Field experience is required in grades 6-8 and grades 9-12 and must include experiences in diverse settings. Student teaching is one full semester (15 weeks) and requires students to work full-time in a grades 6-12 classroom. Students must have access to Webcam software and hardware to enable remote classroom observation and conferencing.

Individuals choose the online M.A.T. in Secondary Math and Science Education because of its accreditation, quality, and fit with their busy lifestyles. Classes are offered each Fall, Spring, and Summer semester, permitting students to complete the program in six consecutive semesters. Students may enter the program during fall semester only. The program follows a 15-week semester schedule for Spring and Fall Semester and a modified schedule for Summer Semester.

The online MAT in Secondary Math and Science Education was approved by the Georgia Professional Standards Commission in March 2009. **Admission to the program is available for fall semester only.**

### Admission Requirements:

- a bachelor's degree in a related field as defined by Professional Standards Commission;
- minimum combined GPA of 2.5 on all undergraduate and graduate course work;
- Passing score on the GACE Basic Skills Tests\* [Reading (200), Mathematics (201), Writing (202)] or exemption through SAT (1000 combined score), ACT (43 combined score), GRE (1030 combined score), or having a masters degree or above from a PSC-accepted accredited institution;

- Passing scores on the GACE content examinations required in the intended teacher certification field;
- Criminal background check;

Suitability for teaching as determined through the admissions process.

\*If an individual passed all three parts of the Praxis I or posted a composite score of 526 on the three tests prior to March 5, 2007, he or she is exempt from the GACE Basic Skills Tests.

Note: Praxis II or TCT Tests passed prior to March 5, 2007, in certification content fields are valid and may be used in place of the GACE content tests. A candidate may not combine a Praxis test score with a GACE test score to meet the testing requirement in a content field. All tests within a GACE assessment (or Praxis, if taken before March 5, 2007) must be passed.

### **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.

# SPECIAL EDUCATION AND SPEECH-LANGUAGE PATHOLOGY

## Department of Special Education and Speech-Language Pathology

Ed. Annex 212 • 678-839-6568

[coe.westga.edu/sedslp/](http://coe.westga.edu/sedslp/)

The College of Education is reorganizing and departmental names and locations will be changed during the 2010-2011 academic year. Please check the College of Education web site for updates.

### Professor:

M. Hazelkorn

### Associate Professors:

M. Cooper, R. Ringlaben (Interim Chair)

### Assistant Professors:

J. Bucholz, M. Trotman Scott, K. Harris, J. Jackson

### Learning Outcomes

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

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](http://www.nbpts.org)). The Master of Education in Speech-Language Pathology at University of West Georgia is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) and leads to the Certificate of Clinical Competence through ASHA. Students are expected to meet learning outcomes that are aligned with ASHA standards.

### Probation and Dismissal Policy for Graduate Students

Graduate students must meet the following academic standards:

- Students must maintain a 3.0 GPA in course work taken at UWG.
- Students who receive 2 "Cs", and/or a "D", and/or an "F" in any course while enrolled in the graduate program will be reviewed and are subject to dismissal.
- The Department retains the prerogative to review each case before the final recommendation for dismissal is made to the Graduate School.

## **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**

The department offers a 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 (up to 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 graduate program in speech-language pathology, the applicant must have:

- Undergraduate GPA of 3.0
- Combined GRE scores of 1000 preferred 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 by invitation only
- 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. 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.

### **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.

- Master of Education degree, or the equivalent, in special education or speech-language pathology, or a related field
- 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.



## **ED.D. IN SCHOOL IMPROVEMENT**

**Education Center • 678-839-6062**

**[www.westga.edu/eddsi/](http://www.westga.edu/eddsi/)**

**The College of Education is reorganizing and departmental names and locations will be changed during the 2010-2011 academic year. Please check the College of Education web site for updates.**

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 is to develop educators who initiate sustainable and systemic improvements in P-12 education. Graduates will strategically and collaboratively plan, design, implement, and document the impact of educational improvements that promote and increase the academic achievement and social development of all students.

### **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, Appendices A through F.

### **Admission Criteria**

Documentation of the following is required as part of the application process.

- Applicants must have a graduate degree in Education from an accredited institution and Level 5 certification or equivalent.
- A cumulative minimum graduate grade point average (GPA) of 3.0 on a 4.0 scale.

- 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.
- A 500-750 word essay that indicates the applicant's personal goals and suitability for the Ed.D. program.
- Three strong recommendations on the Ed.D. recommendation form from individuals who can speak to the applicant's work in school improvement.
- At least three years of experience in private or public schools.
- A vitae listing contact information, educational background, employment history, experiences with school improvement, awards and recognitions, presentations, etc.
- Documentation of their supervisor's support for their doctoral studies and related activities.
- A signed acknowledgement of the Ed.D. in School Improvement mission statement.
- Satisfactory Certificate of Immunization is required for new students only.

All application documents should be sent directly to the Graduate School. Please contact the Graduate School or check the Ed.D. in School Improvement web site at [www.westga.edu/eddsi/](http://www.westga.edu/eddsi/) for important dates and application deadlines. 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 interviews. Cohorts are finalized in April, and course work 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

### **Supplementary Certification (Endorsements)**

The following endorsements may be added to educators' certificates as indicated.

**1) 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

**2) Reading Endorsement – 9 semester hours of graduate credit as follows:**

- READ 7271, Reading Theory, Development, and Practices
- READ 7263, Diagnosis and Correction of Reading Problems
- READ 7201, Applied Reading

# COURSE DESCRIPTIONS

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## **Business Education Courses (ABED)**

(see also Educational Leadership section of Courses)

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

### **ABED 5186 Student Teaching Internship 0/3/3**

Students will teach one semester in the public schools under the supervision of an experienced, qualified classroom teacher. 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.

### **ABED 6100 Advanced Business Communication 3/0/3**

Areas fundamental to effective oral and written business communications today are examined. Content includes the following: Steps in the communication process; typical barriers to effective communication and guidelines for overcoming them; uses of information technology; managing, planning and working in teams; conducting executive-level meetings; and effective presentations. Service learning provides the bases to develop an audience-tailored communication approach.

### **ABED 6106 Evaluation and Testing in Business Education 3/0/3**

The purpose of this course is to acquaint students with methods of evaluation and testing in business education. Students will be exposed to essential concepts and skills of measurement topics. Students will also complete a Position Paper of a current Business Education topic in order to complete graduation requirements. Students must receive a grade of no lower than 'B' on the research paper in order to satisfy graduation requirements.

### **ABED 6107 Instructional Strategies for Technology 3/0/3**

A study of issues, methodologies, applications, and current research in teaching busi-

ness technology courses using the Read/Write Web and Web 2.0 applications.

### **ABED 6114 Instructional Strategies for Computer Programming 3/0/3**

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 3/0/3**

In this course, students will learn the basics of designing and creating web pages and publish them on the Internet. Activities will include layout and design techniques to include graphics animation, URL links, graphic images, e-mail links, backgrounds and textures, font manipulation, and other formatting techniques for web page creation. Students will discuss techniques for evaluating web page design in a classroom environment.

### **ABED 6120 Administrative Support Systems 3/0/3**

An integration of management concepts including information processing, system technologies, and administrative support systems. Emphasis is placed on administrative support systems management as it applies to supervision and support of business functions.

### **ABED 6128 Instructional Strategies for Basic Business 3/0/3**

A study of learning theories, models, methodologies and current research; used in teaching basic business subjects.

### **ABED 6129 Instructional Strategies for Accounting 3/0/3**

Research, methods, principles and practices in accounting with emphasis on computerized accounting applications.

### **ABED 6130 History and Administration of Vocational Education Programs 3/0/3**

Internship experience with business organizations.

**ABED 6146 Supervision and Leadership 3/0/3**

A study of: functions of administration, supervision and leadership in business and education. This course will provide students with an opportunity to gain an understanding of administrative processes and leadership roles/responsibilities. Federal, state and local program requirements and initiatives related to technology/career education will be examined.

**ABED 6150 Professional Writing in Business 3/0/3**

A study of professional writing techniques used for publishing referred journal articles, proposals, and speeches.

**ABED 6160 Instructional Strategies for Keyboarding 3/0/3**

A comprehensive study and application of learning principles and current research is applied to issues, trends, methods and software for keyboarding and other skills-related business courses.

**ABED 6181 Independent Project 3/0/3**

Preparation of an independent project under the direction of the major professor.

**ABED 6182 Research Techniques in Business Education 3/0/3**

The study of advanced research techniques in business education. Research is conducted primarily on the Internet, where a variety of topics are investigated, including research instruments, research methodology, research studies and other related online research topics.

**ABED 6183 Introduction to Research in Business Education 3/0/3**

Overview of quantitative and qualitative research process; includes concepts and methods for conducting and evaluating research in the field of business education.

**ABED 6186 Business Internship 3/0/3**

Students develop a written, comprehensive work plan specifying course goals, objectives, activities, evaluation evidence and measurement, etc., to be applied in a practical business internship experience. Students work

for a minimum of 45 hours in an approved business setting. Content includes identifying, analyzing and presenting the solutions for a work-related problem.

**ABED 6187 Practicum in Business Education 3/0/3**

Prerequisite: ABED 6182

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.

**ABED 6507 Curriculum in Teaching Business Subjects 2/2/3**

Prerequisite: Admission to Teacher Education program (2.7 GPA and GACE I, Praxis I, or exemption scores

Students examine planned educational experiences which can take place in the multiple context of the school. The following types of questions serve as parameters for study of the business curriculum: What educational purposes should be accomplished? How can learning attain these objectives? How to organize learning experiences for effective instruction? How to effectively evaluate learning experiences? Field experience and professional activities are required.

**ABED 6537 Methods in Teaching Business Subjects 2/4/4**

Prerequisite: Admission to Teacher Education program (2.7 GPA and GACE I, Praxis I, or exemption scores

A study of learning principles, methods, strategies and knowledge related to teaching business subjects. Students create and demonstrate well-planned content-based lessons and educational experiences demonstrating planned patterned behaviors as definite steps by which the teacher influences learning. A meta-analysis of research-based instruction is examined. As an integral part of the course, field experience, professional activities, and seminars are required.

**ABED 6586 Teaching Internship 0/18/9**

Prerequisite: Admission to Teacher Education program (2.7 GPA and GACE I, Praxis I, or exemption scores) and College of

Education field experience documentation required

Students will teach for one semester in the public schools under the supervision of an experienced, qualified classroom 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.

#### **ABED 6587 Teaching Internship I 0/3/3**

Prerequisite: Admission to Teacher Education program (2.7 GPA and GACE I, Praxis I, or exemption scores) and College of Education field experience documentation required

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.

#### **ABED 6588 Teaching Internship II 0/3/3**

Prerequisite: Admission to Teacher Education program (2.7 GPA and GACE I, Praxis I, or exemption scores) and College of Education field experience documentation required

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.

#### **ABED 8183 Advanced Research Design in Business Education 3/0/3**

Prerequisites: ABED 6182 and ABED 6187  
A capstone research course for the Ed.S. program. This course incorporates all of the elements of conducting research and writing

a formal report based on the findings of that research. The report includes an abstract, an introduction, a review of literature, a procedures chapter, a findings chapter, a summary and recommendations chapter, a bibliography and appropriate appendices. The topic of research depends on the students' areas of interest (with the approval of the instructor).

#### **ABED 8199 Research Project 3/0/3**

Prerequisite: Consent of Director of Business Education

### **Accounting Courses (ACCT)**

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

#### **ACCT 5242 Strategic Information Systems and Risk Management 3/0/3**

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 3/0/3**

Prerequisite: ACCT 3214

In-depth analysis of and research on current topics in accounting: theoretical analysis of recent accounting pronouncements and the study of current literature in accounting. Ethical issues in financial reporting are emphasized.

#### **ACCT 6232 Managerial Accounting 3/0/3**

Prerequisite: ACCT 2102 or equivalent

An analysis of accounting information and other data as aids to management in choosing among possible courses of action. Not open to MPAcc students or students with an undergraduate degree in Accounting.

#### **ACCT 6233 Seminar in Cost Accounting 3/0/3**

Prerequisite: ACCT 6232 with a minimum grade of C or ACC 816 with a minimum

grade of C or ACCT 3232 with a minimum grade of C

Designed for the student with past exposure to cost accounting concepts/applications. The course emphasizes research of the current topics affecting the information providing function of the managerial accounting process. Ethical issues are emphasized. Issues are emphasized.

**ACCT 6253 Seminar in Tax Accounting 3/0/3**

An examination of the federal tax treatment of fiduciaries, gifts, estates, corporations and partnerships. Emphasis is placed upon the formation of the entity, elements of gross income, treatment of property dispositions, allowable deductions and credits, determination of entity and investor basis, and liquidation of the entity. Tax research is emphasized.

**ACCT 6263 Seminar in Auditing 3/0/3**

Advanced problems and research in the application of auditing standards; internal control evaluations; applications of statistics; audits of EDP systems; auditor's ethical, legal and reporting obligations.

**ACCT 6264 Nonprofit Accounting and Auditing 3/0/3**

Principles and practices of fund accounting are examined with emphasis upon their adaptation to nonprofit institutions. The course includes measuring efficiency and economic use of resources to satisfy legal reporting as well as societal requirements. Auditing the reports and operations of nonprofit organizations is emphasized.

**ACCT 6285 Special Problems in Accounting 0/3/3**

In-depth supervised individual study of one or more current problems of the accounting profession.

**ACCT 6286 Internship 0/3/3**

Practical accounting internship experience with a commercial firm or organization for selected students.

## **Anthropology (ANTH)**

*(All courses carry three hours credit.)*

**ANTH 5102 Archaeological Field Research 0/0/3**

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 3/0/3**

Prerequisite: Graduate level standing or consent of Instructor

A graduate level survey of the pre-Columbian cultural development of North America north of Mexico.

**ANTH 5117 Archaeology of Georgia 3/0/3**

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 3/0/3**

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 3/0/3**

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 3/0/3**

Prerequisite: Graduate level standing or consent of Instructor



Study of selected African cultures with emphasis on social organization, belief systems, history, and politics.

**ANTH 5170 Myth, Magic and Religion 3/0/3**

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 3/0/3**

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 3/0/3**

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 5181 Cultural Resources Management 3/0/3**

Prerequisite: ANTH 1102

An examination of the history of the field of cultural resource management including major federal and state laws that govern the preservation of cultural resources. Attention will be given to archaeological, historical, and architectural applications.

**ANTH 5885 Special Topics in Anthropology 3/0/3**

Special topics in ethnology, linguistics physical anthropology or archeology at the graduate level.

**ANTH 5900 Directed Readings 0/0/3**

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 0/0/3**

Directed field or laboratory research. Students must propose a detailed plan of research stating problem and methods and secure the written permission of a supervising instructor before registration.

**Art Courses (ART)**

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

**ART 5000 Graduate Drawing 0/6/3**

Personal expression through drawing with an emphasis on uniqueness or a personal vision.

**ART 5005 Graduate Life Drawing 0/6/3**

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 3/0/3**

The study of Greek, Etruscan, and Roman sculpture, architecture, and painting in their historical context.

**ART 5201 History of Non-Western Art 3/0/3**

An introduction to the art and architecture of Asia, Africa, Oceania and pre-Columbian America. These will be explored as evidence of various cultures as they evolve in specific times and places with reference to use in relationship to ritual and beliefs of those who create these expressions.

**ART 5202 Early Christian, Byzantine and Medieval Art 3/0/3**

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 3/0/3**

A study of Northern and Italian Renaissance painting, sculpture, and architecture in their historical context.

**ART 5206 Art of the 17th and 18th Centuries in Europe and America 3/0/3**

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 3/0/3**

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 3/0/3**

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. production, reception, marketing, interpretation and criticism of painting, sculpture, drawing, photography, installations, performance, video and other mixed media modes of presentation. International in scope.

**ART 5210 American Art 3/0/3**

Prerequisite: ART 2202

The study of American paintings, sculpture, architecture, and emerging art forms in their historical context.

**ART 5220 Museum Seminar 4/0/4**

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.

**ART 5285 Special Topics in Art History 3/0/3**

Survey and investigation of a particular topic, problem, or issue in art history with emphasis on those covered in other art history courses.

**ART 5305 Graduate Ceramics 0/6/3**

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 0/6/3**

Graduate-level studies in Graphic Design with an emphasis upon the concepts and appropriate production methodologies. Studio work will be computer based and relative to professional growth.

**ART 5605 Graduate Painting 0/6/3**

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 0/6/3**

Prerequisite: ART 3601 or consent of department

Advanced visual interpretative problems in photography at the graduate level.

**ART 5805 Graduate Printmaking 0/6/3**

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 and Book Arts 0/6/3**

Prerequisite: Consent of department  
Traditional and contemporary methods of papermaking and book arts as an art form.

**ART 5905 Graduate Sculpture 0/6/3**

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 0/6/3**

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 0/9/3**

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 3/0/3**

This course is designed to review and extend the art educator's foundation of curricular theory, investigation of current educational research in instruction and assessment with applicability to the field art education will be a primary focus. Innovative teaching strategies, including cross-discipline approaches or the use of technology, may be explored.

**ART 6111 Art Criticism, Aesthetics, and Contemporary Issues 3/0/3**

Prerequisite: ART 6110 or consent of department

This course will focus on art criticism and aesthetics as disciplines within the field of art education. Students will develop strategies for utilizing art criticism in a DBAE curriculum. Students will also develop an understanding of aesthetics as philosophy and develop approaches to philosophical inquiry in art education.

**ART 6150 Art Education Prospectus 1/0/1**

Prerequisites: EDRS 6401 and all other coursework for the art education program  
A preliminary review of literature in art education in an area of interest will be conducted in order for the student to identify a topic and methodology for continued research. A research proposal will be written and a committee established to guide the research project or thesis.

**ART 6184 Art Education Research Seminar 1/0/1**

Prerequisite: ART 6150

With the guidance of the art advisor and a faculty committee, the student will research an area of art education. The student has the option to present their research in a thesis or project format. Both options require a written component as specified by the Graduate School and Department of Art to document the investigation conducted and the relevance of the findings to the field of art education.

**ART 6199 Art Education Thesis/Research Project 1/0/1**

Prerequisite: ART 6184

The course will be the cumulating experience for the Masters Degree in Art Education. The thesis or research project will be completed to the satisfaction of the student's committee. Both options require a written component as specified by the Graduate School and Department of Art to document the research conducted and the implications of the findings to the field of art education.

**Biology Courses (BIOL)**

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

**BIOL 5241 Entomology 3/0/3**

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 3/1/3**

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 3/0/3**

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 5266 Molecular Ecology 3/0/3**

Prerequisite: BIOL 2108

This course examines the use of molecular genetic data to the understanding of ecological and evolutionary processes in natural populations such as genetic diversity, dispersal, gene flow and phylogeography. This course will also examine how molecular genetic data is utilized to study behavioral mechanism such as mate selection and foraging. Application of molecular ecology principles to conservation will also be explored.

**BIOL 5315 Microbial Physiology and Genetics 3/3/3**

Prerequisite: BIOL 3310

Microbial physiology is designed to illustrate that prokaryotic 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 3/0/3**

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 3/0/3**

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 5424 Wildlife Habitat Ecology 3/3/3**

Prerequisite: BIOL 2108 and BIOL 2108L

This course is designed to familiarize biology graduate students with the ecology and management of terrestrial wildlife habitats. Ecological concepts and principles relevant to wildlife habitat structure and function will be evaluated from the individual, population, community, ecosystem, and landscape levels of organization. Management practices that affect the structure and function of wildlife habitats will be evaluated for agriculture and forest ecosystems. Concepts will be synthesized and reinforced by investigating the habitat requirements for a variety of wildlife species in the southwestern United States.

**BIOL 5440 Aquatic Ecology 3/0/3**

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 west Georgia. A three-day field trip to the Georgia coast or the Okefenokee Swamp is required.

**BIOL 5441 Animal Behavior 3/3/3**

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 3/0/3**

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 3/0/3**

Prerequisite: BIOL 2135

Terrestrial ecology is designed to give the student an overview of the structures and functions of populations, communities, and ecosystems in the major terrestrial biomes on Earth. Emphasis will be placed on ecological analyses and disturbance impact assessments in the dominant terrestrial ecosystems of the southeastern United States.

**BIOL 5520 Developmental Biology and Embryology 3/3/4**

Prerequisite: BIOL 2134

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

**BIOL 5539 Comparative Physiology 3/0/3**

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 3/0/3**

Prerequisite: BIOL 2134, 2135, CHEM 2411

Plant Physiology is intended to give students an overview of the processes which allow plants to function as living organisms. Emphasis will be placed on how plants interact with their environments.

**BIOL 5631 Eukaryotic Molecular Genetics 3/3/3**

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 5666 Evolutionary Genomics 3/0/3**

Prerequisite: BIOL 3621

This course covers the techniques by which genome sequences and genome functions are analyzed. This course also examines topics in evolutionary genomics such as comparative genomics, evolution or duplicate genes, evolution of genome structure and organization, evolution of protein function, and evolution of gene expression.

**BIOL 5727 Essentials of Immunology 3/0/3**

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 3/0/3**

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 3/0/3**

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 3/0/3**

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

Course will focus on some of the ideas about aging put forward by early alchemists to modern molecular biologists. Will discuss the biological principles behind anti-aging and aging intervention agents, as well as life-style options.

**BIOL 5985 Special Topics In Biology 4/4/4**

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

**BIOL 6150 Scientific Integrity and Propriety 3/0/3**

A course designed to inform students of the ethical and professional obligations of scientific investigation and communication. Students will be instructed in proper methods for record keeping and for reporting scientific discoveries. Topics such as scientific integrity, authorship, peer review, ethical use of animals in research, conflict of interest, ownership of data, and intellectual property will also be addressed. Case studies will be used heavily as teaching tools. This course is recommended for all graduate students

conducting research in the department, and is required for all students who are supported from federal funds for their research or degree program.

**BIOL 6325 Prokaryotic Biology 3/0/3**

Prerequisites: 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 3/0/3**

Prerequisites: BIOL 2134, 5 hours of Biology at 3000 or above and CHEM 2422 or CHEM 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 3/0/3**

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 3/0/3**

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 0/4/4**

Independent study of topics not offered in the current term. Independent study is only available for topics addressed by current courses if the topical course will not be offered during the academic year, or if the scheduling of the topical course is such that it will require a delay in timely completion of the degree for the student.

**BIOL 6982 Directed Readings 0/4/4**

Directed readings are available for graduate students who need to conduct an independent review of the literature in a topic not addressed by the curriculum of the department. Students must complete a statement of understanding and expectation and must have the topic approved by their major professor and either the graduate coordinator or the department chair. Selected readings are appropriate for topics related to thesis research or for topics that provide a foundation for comprehensive examinations for non-thesis track students.

**BIOL 6983 Graduate Research 0/12/12**

The research course is designed to teach students methods for biological research. Student will conduct research under the supervision of a faculty mentor and will learn proper methods for record keeping and report writing. Each student will work on a unique research project to be selected by the faculty mentor and the student. The research conducted is expected to provide the basis for the thesis for students in a thesis track degree program.

**BIOL 6984 Graduate Biology Seminar 1/0/1**

Graduate seminar will meet each term. Each offering will have a different topical focus, to be determined by the faculty discussion leader. All students will select an area to present that is consistent with the topic for the term. Students are also expected to fully participate in the discussions generated by student presentations. Gradu-

ate students should enroll in graduate seminar each term.

**BIOL 6985 Graduate Special Topics in Biology 4/4/4**

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 0/0/2**

Comprehensive examination should be taken by all students in a non-thesis track program during the last term in their graduate degree program. The student will complete an examination of a body of biological work as determined by the graduate committee. The student must submit to an examination to be coordinated by the student's major professor and composed by the graduate committee. The examination will generally be an oral format, however, the graduate committee and student may elect an alternative format with sufficient justification.

**BIOL 6999 Thesis 0/3/3**

Prerequisite: Completion of qualifying examination  
Thesis

## **Business Courses (BUSA)**

**BUSA 5100 Introduction to Business Processes 2-12/0/2-12**

Prerequisite: Permission of the MBA or MPACC Director  
A readings/examinations course administered by the MBA Director. The focus is 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 is offered each semester for incoming students who do not have the equivalent of a BBA degree.

## **Counseling And Educational Psychology Courses (CEPD)**

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

**CEPD 6101 Psychology of Classroom****Learning 3/0/3**

This course provides an in-depth study of the major cognitive and behavioral theories of classroom learning. Emphasis will be placed on enabling teachers and counselors to better understand how students learn; on helping educators identify and remove barriers that impede student learning; and on helping educators develop, utilize and advocate teaching practices, programs, and curriculum that lead to academic success for all. Theories of motivation, classroom management practices, and belief systems that promote learning will also be addressed.

**CEPD 6106 Seminar in Residence Hall****Staff Education 2/0/2**

The purpose of the class is to provide the resident assistant with additional training that will assist in job performance and to provide supplemental learning activities that will allow individuals to explore new arenas of self-awareness.

**CEPD 6131 Counseling Theories 3/0/3**

An introduction to selected, prominent counseling theories 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 3/0/3**

An overview of basic, therapeutic interviewing skill building through practice and feedback to develop personal strengths in counseling. This course also provides students with an orientation to professional counseling organizations, the developmental history of the counseling profession, as well as ethical, legal and professional issues.

**CEPD 6141 Professional Community Counsel 3/0/3**

This course provides an overview of professional community counseling including historical perspective; ethical and legal issues;

licensure, certification, and other credentialing; as well as 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 multi-culturalism and technology will be discussed.

**CEPD 6143 Professional Counseling Orientation 3/0/3**

The design of this course is to provide an orientation to the roles and functions of professional counselors. The course emphasizes the legal and ethical issues that guide the activities of professional counselors. It introduces the consultative process utilized in conducting ethically appropriate inter-agency work.

**CEPD 6151 Psychological Appraisal 3/0/3**

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 most recent edition of the APA Diagnostic and Statistical Manual.

**CEPD 6160 Group Counseling 3/0/3**

Prerequisites: CEPD 6131 and 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 6170 Foundations of College Student Affairs 3/0/3**

This course provides a comprehensive introduction to the field of student affairs and its role within the context of American higher education. The course will examine the philosophical, historical, and theoretical foundations of the profession, and students will learn about the cultural and organiza-



tional contexts of student affairs work. It will introduce students to the various functional areas within student affairs, diversity of institutional types and student populations, and contemporary issues of the profession, and provide them with a broad foundation of knowledge to which subsequent study, practitioner skills, and research strategies may be added.

**CEPD 6172 Theories of College Student Development 3/0/3**

This course will introduce students to human development theories that most affect college students. The course will examine psychosocial, cognitive, structural and typological theories, with a focus on learning to use theory to improve our work with students. It also examines how race, culture, ethnicity, gender, sexual orientation, disability, and religious beliefs can influence development.

**CEPD 6174 Higher Education Administration 3/0/3**

This course provides a comprehensive introduction to higher education, with an emphasis on understanding the practical skills necessary to be a successful administrator.

**CEPD 6175 Student Affairs Practicum 3/0/3**

Students will spend 150 hours in a supervised work experience in a higher education setting, designed for them to gain exposure to both the breadth and depth of student affairs work. The experience will include work with individual students and groups of students in: program planning, implementation, and evaluation; staff training, advising, or supervision; and administrative functions or processes. May be repeated for credit.

**CEPD 6176 Legal Issues in Higher Education 3/0/3**

This course will introduce students to legal and ethical issues confronting student affairs practitioners, including key concepts, federal law, and court cases.

**CEPD 6178 The American College Student 3/0/3**

This course will introduce students to the theoretical and research literature with respect to student characteristics and the effects of college on students.

**CEPD 6179 Capstone Seminar: Student Affairs 3/0/3**

This seminar is designed to promote the integration of the core curriculum and practitioner experiences of the master's degree program in College Student Affairs and to prepare students for their transition to professional positions within student affairs upon graduation. Students will develop and present a professional portfolio.

**CEPD 6180 Professional School Counselor 3/0/3**

This course is a foundational course to prepare school counselors as leaders who strengthen elementary, middle and secondary education and also serve as effective change agents in a multicultural environment. The content of the course includes an overview of the functional skills necessary for the delivery of a school counseling program and the principles underlying the work of the school counselor. Emphasis is placed upon the role of the counselor as an advocate for student success in school and life. Professional skills in six arenas - advocacy, brokering of services, collaboration, counseling, effective use of data, and leadership, are introduced. Technology will be integrated throughout the course.

**CEPD 6185 Internship: Community Counseling 0/18/9**

Prerequisites: CEPD 6187, CEPD 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 M.Ed. program. May be repeated for credit as part of Ed.S. program with prior approval of advisor.

**CEPD 6186 Internship: School Counseling var. 1-9**

Prerequisite: CEPD 6187, CEPD 6180, and consent of department. College of Education field experience documentation required

Advanced professional counseling experience for graduate students in school counseling.

**CEPD 6187 Practicum: School Counseling 0/3/3**

Prerequisite: CEPD 6131, CEPD 6140, CEPD 6160, and consent of department. College of Education field experience documentation required

This course emphasizes supervision of individual and group counseling and guidance conducted in field settings. Special attention is paid to the development of skills, interventions, and brokering of services. The foundation for the course is brief counseling approaches. A return to campus for individual supervision is a requirement of the course. A minimum of 100 hours is required.

**CEPD 6189 Practicum: Community Counseling 0/3/3**

Prerequisites: CEPD 6131, CEPD 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 onsite supervision, individual and group faculty supervision is a requirement of the course. A minimum of 150 hours is required. The breakdown of these hours is specified in the Counseling and Educational Psychology Practicum and Internship Handbook.

**CEPD 7111 Psychopathology 3/0/3**

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 pro-

cesses of assessment, diagnosis, and treatment of mental and emotional disorders and factors influencing these.

**CEPD 7112 Career Counseling 3/0/3**

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 3/0/3**

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 develop proficiency in the use of test scores as data to make decisions that relate to students' achievement, as well as to students' personal, social, and emotional well-being. Those enrolled will learn how to evaluate psychometric instruments and interpret various test scores. In addition, students will learn how to use test data to gain equal opportunities for all students, how to use test data to identify and target areas for support when needed, and how to use test data to advocate and effect change within the school, school system, and community.

**CEPD 7134 Family Therapy: Theory and Practice 3/0/3**

This course provides an overview of the nature of family systems relationships and family development. Particular emphasis will be given to the theory and practice of marital and family therapy. Students will examine both theoretical and empirical elements of family counseling which can be applied to marriage and family systems.

**CEPD 7135 Cognitive-Behavior Therapy 3/0/3**

Prerequisites: CEPD 6140 and CEPD 6131

An in-depth study of cognitive-behavioral therapy and its application to a wide range of clients, including use with emotional and behavioral disorders. Emphasis will be placed on the relationship between theory and practice, and on the development of cognitive-behavioral therapy skills.

**CEPD 7136 Play Therapy 3/0/3**

Prerequisite: CEPD 6140

This course focuses on encouraging the unique development and emotional growth of children through the process of counseling. The content of the course introduces a distinct group of interventions including play and communication skills as integral components of the therapeutic process. A major focus of the course involves instructional and experiential opportunities for the student counselor to develop skills that provide children with appropriate developmental materials and facilitate a safe relationship for the child to express models that can be applied to elementary age children.

**CEPD 7137 Sexual Abuse Counseling 3/0/3**

This course is designed to familiarize students with issues related to counseling sexually abused children, adult survivors, and their families as well as perpetrators of sexual abuse.

**CEPD 7138 Multicultural Counseling and Education 3/0/3**

An examination of selected issues relevant to understanding multicultural lifespan differences, counseling process and practice.

**CEPD 7145 Advocacy and Leadership 3/0/3**

This course emphasizes 'theory to practice' by providing experiences that allow students to assess and develop their personal leadership while emphasizing the values, knowledge and skills required for effective advocacy and brokering of services through consultation and collaboration. Special em-

phasis is placed on the development of skills in planning, organizing, coordinating and delivering programs that generate systematic change. Use of data to identify needs, remove barriers and mobilize resources from schools and communities in order to increase options for students and clients are primary themes throughout the course.

**CEPD 7152 Research and Program Evaluation 3/0/3**

Prerequisites: CEPD 6151

This course is designed to provide counselors with the research knowledge and skills necessary to evaluate individual and group counseling interventions, as well as educational programs. An emphasis will be placed on the collection and use of quantitative and qualitative data to evaluate programs. Counselors in training will also learn how to communicate data and findings to others to effect change and to act as advocates for students/clients.

**CEPD 7155 Substance Abuse and Addictions: Prevention and Treatment 3/0/3**

This course is designed for counselors and other human service providers working in a variety of settings, including schools, community agencies, private practices, and hospitals. Topics covered include the classification of drugs and their effects on users; various models of addiction; the use of assessment, diagnosis, and prevention strategies with individuals, families, and groups; relapse prevention; and legal, ethical and multicultural issues associated with addictions work.

**CEPD 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 8102 Lifespan Human Development 3/0/3**

This graduate course is a study of human growth and development from birth through aging and death. The course focuses on areas of physical, cognitive, social, personality, and emotional development as a series of progressive changes resulting from the biological being's interactions with the environment. Special emphasis is placed on the development characteristics of school age youth within a multicultural and diverse society.

**CEPD 8131 Advanced Theories of Counseling 3/0/3**

An in-depth study of the theories of counseling for advanced students in school or community counseling programs.

**CEPD 8140 Advanced Group Counseling 3/0/3**

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 3/0/3**

Prerequisites: CEPD 7152 or equivalent and admission to Ed.S. program.  
An overview of theory, research, and practice of psycho-therapeutic approaches to

counselor supervision. This course emphasizes developing clinical supervisory skills and understanding the major roles and responsibilities in counselor supervision.

**CEPD 8171 Current Issues in Counseling and Supervision 3/0/3**

This seminar is designed for graduate students who have been admitted to the Ed.S. program in professional counseling and supervision. Special topics and current issues in counseling and supervision will be critically examined. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and assignments.

**CEPD 8184 Research Seminar I 3/0/3**

Prerequisite: CEPD 7152 or equivalent and admission to Ed.S. program

The course presents an applied approach to learning the methodology of research. The research may be an evaluation of a counseling intervention or a brief program evaluation. This approach includes studying printed materials about research, writing a proposal for the research study and applying for consent to conduct the research from the Institutional Review Board (IRB) at the university and counseling site when appropriate.

**CEPD 8189 Advanced Internship 3/0/3**

Prerequisite: Admission to Ed.S.

The internship is an organized and supervised set of training experiences (paid or unpaid), the purpose of which is to enhance one's ability to function professionally as a counselor. Flexibility to tailor the internship to one's professional goals and objectives is a major strength of the Ed.S. counseling internship. Students will work in an approved internship site under the supervision of an appropriately credentialed supervisor for a minimum of 150 hours. May be repeated for credit.

**CEPD 8190 Advanced Practicum: School Counseling 0/3/3**

Prerequisites: CEPD 6187. College of Education field experience documentation required

Practical experience with actual individual clients in school (P-12) and agency settings. These counseling sessions are taped and critiqued by the Practicum instructor. May be repeated for credit.

**CEPD 8191 Advanced Practicum:  
Community Counseling 0/3/3**

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 8194 Research Seminar II 3/0/3**

Prerequisite(s): CEPD 8184 or equivalent and admission to Ed.S. program

The course presents an applied approach to learning the methodology of research. The research may be an evaluation of a counseling intervention or a brief program evaluation. This approach includes utilizing a Literature Review, a written and approved proposal for the research study and an approved application for consent to conduct the research from the Institutional Review Board (IRB) at the university and counseling site when appropriate. The course will allow sufficient time for data collection and analysis. It will conclude with a completed research report and presentation of the data findings to appropriate stakeholders.

**CEPD 8197 School Guidance Program  
Development 3/0/3**

This course is designed to enable school counselors to engage in strategic planning to improve this school guidance program. Emphasis is placed on the practical application of planning skills to assess, evaluate, and improve the functioning of the school guidance program in order to meet the needs of students in elementary, middle, and high schools. Students will also become more familiar with P-12 school guidance programs.

**CEPD 9145 Counselor Education 3/0/3**

This course is designed to provide in-depth exposure to the pedagogical tools and issues associated with teaching and learning in counseling and counselor education. CACREP standards, curriculum design, course design, syllabus development, on-line course design, and teaching methods and approaches will be discussed.

**CEPD 9171 Program 3/0/3**

This course focuses on the theories, concepts, and processes involved in planning and managing evaluations. Students will engage in evaluations in specific counseling situations (individual, group, organizational) using focus groups, key stakeholder interviews, survey design, data gathering, analysis and/or other methods as appropriate and analyze outcomes to make recommendations for development and/or remediation.

**CEPD 9183 Directed Doctoral Research  
3/0/3**

Individual inquiry on a research problem consisting of a plan for data collection and analysis, as well as, critical review, integration and interpretation of research literature.

**CEPD 9184 Doctoral Counseling Seminar  
3/0/3**

This course is a special topics seminar structured to address current issues and trends in counseling. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and activities.

**CEPD 9186 Doctoral Internship var. 1-6**

This course entails a minimum of 600 clock hours of supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). Specific area of concentration is determined by advisor and student. Course must be taken twice to fulfill requirements of program.

**CEPD 9187 Doctoral Practicum in  
Supervision 3/0/3**

This course is designed to provide closely directed advanced experience in supervision of professional counseling. The focus is on development of effective clinical supervision

style and skills via recording and critique of supervision sessions. Ethical, legal, multi-cultural and other professional issues are addressed.

### **CEPD 9199 Dissertation var. 1-12**

The dissertation experience requires the designing and conducting of an independent scholarly inquiry guided by a faculty dissertation committee.

## **Chemistry (CHEM)**

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

### **CHEM 5003 History and Philosophy of Science 3/0/3**

A study of the historical development of major areas of science and the philosophical examinations of scientific methods and results.

### **CHEM 5081 Independent Study 0/3/3**

Prerequisite: Consent of Department  
A topic is chosen in consultation with a faculty member.

### **CHEM 5083 Faculty Directed Research 0/3/3**

Prerequisite: Consent of Department  
A research project carried out under the guidance of a faculty member. Discussion of research areas with the faculty and preliminary work involving literature searching and planning should be completed before the senior year. Both a formal oral and written report of the results of the research must be presented to the faculty of the Department of Chemistry.

### **CHEM 5330 Instrumental Analysis 3/0/3**

Prerequisite: CHEM 3521  
This course will familiarize the student to considerations of modern instrument design and applications. The physical basis of such techniques as optical spectroscopy, mass spectrometry, NMR, laser spectroscopes, and electron spectroscopes. Analog and digital electronics will be introduced.

### **CHEM 5340 Surface Chemistry 3/0/3**

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 Laboratory 0/3/1**

Prerequisite: CHEM 3521

This laboratory course is designed to familiarize a student to modern techniques of surface science. The technique includes scanning tunneling microscopy, atomic force microscopy, low energy electron diffraction, auger electron spectroscopy, thermal desorption spectroscopy, and ion sputtering. Design considerations of vacuum systems will be explored. Since all techniques are on-site, this will be an interactive hands-on experience.

### **CHEM 5385 Advanced Topics in Analytical Chemistry 4/0/4**

Prerequisite: Consent of Department  
Advanced topics in analytical chemistry provides the student exposure to current topics and problems unique to the field of analytical chemistry. This course will be offered periodically with the topics announced by the faculty involved.

### **CHEM 5410 Organic Medicinal Chemistry 3/0/3**

Prerequisite: CHEM 2422

Organic Medical Chemistry, prerequisite Organic II, is a course covering a wide variety of medicinal drugs, their actions in the body, and ultimately their metabolism and excretion.

### **CHEM 5422 Organic Chemistry II 3/0/3**

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 synthesis of complex organic compounds.

**CHEM 5422L Organic Chemistry Laboratory II 0/3/1**

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 4/0/4**

Prerequisite: CHEM 2422  
Building upon the students' background in organic chemistry, these courses will explore in greater depth selected advanced topics in organic chemistry. Selected topics such as advanced synthesis, reaction mechanism, molecular orbital theory, spectroscopy, stereochemistry and physical organic chemistry will be offered.

**CHEM 5521 Physical Chemistry I 3/0/3**

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 3/0/3**

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 law of thermodynamics and their application to physical and chemical systems, chemical and phase equilibria, kinetic theory of gases, chemical kinetics, transport properties, and

the application of quantum mechanics to thermodynamics in statistical mechanics.

**CHEM 5585 Advanced Topics in Physical Chemistry 4/0/4**

Prerequisite: CHEM 3522  
Building upon the students' background in required courses in physical chemistry, this course will explore in greater depth selected topics in physical chemistry. These will be chosen from atomic and molecular structure, spectroscopy, statistical mechanics, and dynamics of chemical reactions.

**CHEM 5610 Inorganic Chemistry 3/0/3**

**CHEM 5611 Structure and Bonding 3/0/3**

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 Chemistry 3/0/3**

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 element are explored and nuclear models are compared.

**CHEM 5685 Advanced Topics in Inorganic Chemistry 4/0/4**

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 3/0/3**

Prerequisite: CHEM 3310K, 2422  
The first of two semester sequence in biochemistry covering the general physical and

chemical properties of biomolecules, and the metabolism. Topics will include biomolecular structure and function, first-order enzyme kinetics, glycolysis and carbohydrate metabolism, 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 3/0/3**

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 0/6/2**

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 4/0/4**

Prerequisite: Consent of department

Course is designed for pre- and in-service teachers. Title and description of course to be specified at time of offering. May be repeated for credit. May be used for major or minor credit in chemistry only with consent of department.

**CHEM 5885 Selected Topics in Chemical Engineering 3/0/3**

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 2/6/4**

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; current environmental problems. The laboratory will consist of EPA-approved methods of analyses.

**CHEM 5930 Chemical Kinetics 3/0/3**

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 3/0/3**

Prerequisite: CHEM 3310K, 5412

Commercial production of everyday and specialty chemicals will be discussed with emphasis on raw materials, chemistry, equipment, environmental impact. Typical industries: inorganic acids/bases, hydrocarbon derivatives, aromatics, petroleum refin-



ing, polymers, pesticides/fertilizers, paper/pulp, pharmaceuticals, soaps/detergents.

**CHEM 5985 Selected Topics in Chemistry: An Integrated Approach 4/0/4**

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 biochemistry.

**Management Information Systems Courses (CISM)**

**CISM 5330 Telecommunications Management 3/0/3**

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 3/0/3**

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.

**Criminology Courses (CRIM)**

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

**CRIM 5231 Women in the Criminal Justice System 3/0/3**

Prerequisite: Graduate-level standing or consent of Instructor

This course will introduce students to the participation of women in the criminal justice system. Offenses committed by females, laws peculiar to females, and the treatment of females by the system will be explored. Women as professionals and their impact on the system will also be discussed.

**CRIM 5232 Family Violence 3/0/3**

Prerequisite: Graduate-level standing or consent of Instructor

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 5280 Contemporary Issues in Criminal Justice 3/0/3**

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 0/9/3**

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. May be repeated three times for credit.

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

Prerequisite: Graduate-level 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 graduates in Criminology.

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

Prerequisite: Graduate-level standing  
This course is an advanced study of criminology theory. A range of theoretical perspectives within three general paradigms - classical/neoclassical, positivist, and critical will be explored. Historical foundations and contemporary perspectives will also be examined with an emphasis on the effect of these perspectives on policy.

**CRIM 6013 Social Research 3/0/3**

Prerequisite: Graduate-level 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-level 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 Inter-University Consortium for Political and Social Research database. Advanced data analysis techniques will also be examined.

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

Prerequisite: Graduate-level 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 3/0/3**

Prerequisite: Graduate-level standing or consent of Instructor  
Conflict Resolution covers a broad range of activities aimed at resolving differences in effective but nonviolent ways. This class will include coverage of negotiation, mediation, and arbitration as ways of developing peaceful agreements. Special emphasis will be given to conflict resolution issues of the criminal justice system such as hostage negotiations.

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

Prerequisite: Graduate-level 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 3/0/3**

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

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

Prerequisite: Graduate-level 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**

3/0/3

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**

3/0/3

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

Social science research methods applied to determine program/policy effectiveness. Students will learn skills in process and outcome evaluation, and how to utilize evaluation findings for future planning.

**CRIM 6279 White Collar Crime**

3/0/3

Prerequisite: Graduate-level 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-level 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' - what can we do about it.

**CRIM 6286 Internship**

0/0/6

Prerequisite: Graduate-level 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-level standing

This course 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.

**CRIM 6340 Advanced Criminological Theory**

3/0/3

Prerequisite: Graduate-level standing

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-level 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-level 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-level standing

This course focuses on the study of how the United States has dealt historically with internal security matters as well as the development of the Department of Homeland

Security (DHS) after 9/11. This course is designed to help students develop critical thinking skills in order to become better evaluators of national security, and to help students prepare for careers in homeland security-related professions.

**CRIM 6350 Terrorism 3/0/3**

Prerequisite: Graduate-level 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-level 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-level 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-level 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-level 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-level 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 0/0/3**

Prerequisite: Graduate-level standing  
Varies by student and professor.

**CRIM 6983 Continuing Registration 0/0/1**

Prerequisite: Graduate-level 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 0/0/9**

Prerequisite: Graduate-level standing  
Thesis. May be repeated for credit.

**Computer Science Courses (CS)**

**CS 1301 Computer Science I 2/2/3**

Prerequisite: CS 1300 with a minimum grade of C  
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 3151 Data Structures and Discrete Mathematics I 2/2/3**

Prerequisite: CS 1302 with a minimum grade of C

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, and context free grammars; 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.

**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.

**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 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. Students will be introduced to current professional certification processes and standards.

**CS 6241 Software Development I 2/2/3**

Prerequisite: 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**

Prerequisite: CS 6241

This course continues the introduction of the software development process begun in CS 6241. Topics include software development process models, process management, requirements specification, and software modeling.

**CS 6250 Graphics 2/2/3**

Prerequisite: CS 5202 or equivalent

An introduction to the concepts of computer graphics and their applications. Tech-

niques of graphical display software including display files, windowing, slipping and two- and three-dimensional transformations.

**CS 6251 Web Technologies I 2/2/3**

Prerequisite: CS 5202 or equivalent

Introduction to enterprise, organizational, programming, and system issues in building and maintaining modern web site, with emphasis on use of professional grade web site-development systems. Students are expected to compete 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

Advanced website administration. Advanced use of networked databases across different platforms. Automation of administrative and accounting tasks. Integration of cross-platform objects, through use of various protocols. Students will be introduced to current professional certification processes and standards.

**CS 6261 System and Network Administration I 2/2/3**

Prerequisite: 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 and Network Administration II 2/2/3**

Prerequisite: 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**

Prerequisite: 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**

Prerequisite: 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 and Computer Interaction I 2/2/3**

Prerequisite: CS 5202 or equivalent

The 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 and Computer Interaction II 2/2/3**

Prerequisite: 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 and Game Development I 2/2/3**

Prerequisite: CS 5202 or equivalent

This course will explore the basic design principles and practices employed in devel-

oping 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 and Game Development II 2/2/3**

Prerequisite: 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**

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**

Prerequisite: CS 6311

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 the student's advising committee  
Course designed for special project work under the supervision of the student's graduate committee chair. May be repeated with a change in subject matter to a total of six hours.

**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 the 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 for 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 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 the computer science topics needed for the Advanced Placement Program for Computer Science AB examination.

## Early Childhood / Elementary Education Courses (ECED)

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

### **ECED 6249 Seminar For P-5 Teachers 2/2/3**

A seminar designed to synthesize the theories, concepts, NBPTS propositions, and instructional strategies that have been learned during the M.Ed. program. A 'capstone' field project with students in a PK-5 setting will be a requirement for this course. This seminar is also designed to enhance skills in critical thinking, comprehension of research, and decision-making as an effective practitioner. A completion of the Master's degree portfolio will also be accomplished in this course. This course should be taken within the last two semesters of graduation.

### **ECED 6261 Developing Affective Curricula 3/0/3**

A course designed to facilitate sensitivity to the emotional needs of students, and to plan and implement affective curriculum activities.

### **ECED 6262 Language Development: Implications for the Childhood Educator 3/0/3**

Language and its acquisition; studied in relation to mental development and school achievement.

### **ECED 6271 P-5 School Curriculum 3/0/3**

A critical study of the design and implementation of curricula in the education of children (Pre-K through fifth grade). Attention is given to historical, philosophical and theoretical perspectives; current national standards; programmatic design and organization; and the use of personnel, materials, and equipment. National Board for Professional Teaching Standards and a certification portfolio based on National Board propositions are introduced as the conceptual framework and exit requirement for the M.Ed. program. This course should be

taken within the first two semesters of the M.Ed. program.

### **ECED 6285 Special Topics 3/0/3**

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

**ECED 6288 Continuing Practicum 0/2/1**  
Practical experience with students in a PK-5 setting under the supervision of ECED faculty is a prerequisite for this course. (Requires the completion of activities described in the Entry Packet and enrollment during the same semester as ECED 6249 Seminar for Early Childhood Teachers).

### **ECED 6290 Reading, Interpreting, and Applying Research 3/0/3**

Introduction to early childhood research, design, and sources of reference.

### **ECED 7259 Investigating Methods and Materials in Mathematics 3/0/3**

Concepts and material which are appropriate for mathematics education of Pre K - Grade 5 children will be investigated. In addition, research on the use of process education in these areas will be considered.

### **ECED 7260 Investigating Methods and Materials in Science 3/0/3**

Students will examine the research and literature base forming the foundation behind the content, methodology, skills, and materials used to teach science to children in grades P-5.

### **ECED 7261 Literature for the Young Child 3/0/3**

This course is designed to give the early childhood educator an opportunity to become acquainted with classic and current literature for children. Emphasis will be given to integrating literature in all curriculum areas (whole language approach).

### **ECED 7262 Investigating Language Arts 3/0/3**

Assists the teacher in integrating the teaching of reading, writing, spelling, oral language, listening, and grammar.



**ECED 7263 Writing Across The Curriculum 3/0/3**

Since writing can be used as a tool for learning, reflection and discovery, students in this course will study a variety of children's writing and will study the writing process (a tool for thinking about writing) and its appropriate use throughout the curriculum.

**ECED 7264 Investigating Social Studies Methods 3/0/3**

Students will be provided with a research basis for developing perspectives, methods, and materials for teaching social studies in grades P-5.

**ECED 7265 Parent Education for Teachers and Child Care Workers 3/0/3**

An examination of the child from the parental viewpoint. Strong emphasis will be given to changing family structure, family communication, responsibilities of parenting as they relate to teacher education and child care givers. Parenting in high-risk families and children with exceptionalities will be addressed.

**ECED 7266 The Young Child: Home and Community 3/0/3**

This course is designed to aid in the understanding of the effects of home, community and society on the life of young children.

**ECED 7267 Teaching Creative Arts 3/0/3**

Development of the concept that through creative arts children communicate ideas and feelings and develop sensitivity and perception. Emphasis will be given to integration of the creative arts in all curriculum areas.

**ECED 7268 Teaching Creative Dramatics 3/0/3**

The study of creative dramatic techniques for early childhood and elementary age children.

**ECED 7272 Classroom Management Early Grades (P-5) 3/0/3**

Students will examine major theoretical and empirical approaches to classroom management, develop appropriate decision making and problem solving skills, and formulate

techniques to manage effectively a learning environment for students in grades P-5.

**ECED 7281 Independent Study 0/3/3**

Preparation of an independent project under the direction of a full-time college faculty member.

**ECED 7285 Special Topics 3/0/3**

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

**ECED 8271 Advanced Curriculum Seminar 3/0/3**

An in-depth study in a seminar setting of curriculum trends, problems, and issues facing educators of children in P-5 environments.

**ECED 8272 Teacher as Leader 3/0/3**

Designed to provide students with knowledge of factors and processes related to teacher leadership roles within schools. Topics such as mentoring, peer coaching, community relations, organizational change, and advocacy will be addressed.

**ECED 8284 Research Seminar 3/0/3**

A study of the basic elements of research and research design as it relates to the development of research in early childhood education.

**ECED 8297 Professional Seminar 3/0/3**

Prerequisite: ECED 8284 Research Seminar  
A course designed to provide a forum for professional interaction between students and professors on critical issues in the profession.

**Economics Courses (ECON)**

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

**ECON 5440 Public Finance 3/0/3**

A study of the equity and economic effects of government spending programs, taxes, and debt. The course is primarily applied microeconomics. Same as POLS 5204.

**ECON 6400 Surv of Economics for Teachers 3/0/3**

A course designed especially to broaden the student's understanding of his economic environment, to pose important controversial problems of public policy to which they can apply and refine the tools of economic analysis. (Not open to credit to MBA students.)

**ECON 6410 Consumer Economics for Teachers 3/0/3**

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 3/0/3**

The course covers contemporary problems from an economic perspective. Issues covered include the national debt, health care, social security, population growth and other economic issues. (Not open to MBA students.)

**ECON 6430 Business Forecasting 3/0/3**

Prerequisite: ECON 2105, 2106, or 3402 or consent of Department Chair

This course provides a survey of forecasting methods used by managers and forecasting practitioners. Topics include time-trend, regression-based, time-series decomposition, and auto-regressive moving average methods.

**ECON 6450 Managerial Economics 3/0/3**

Prerequisite: ECON 2105, 2106, 3402 or consent of Department Chair

This course builds skills in microeconomic analysis for managers and provides a conceptual foundation for further functional area studies. Topics include consumer and producer theory, industrial organization, and aspects of game theory and statistical analysis.

**ECON 6461 International Finance 3/0/3**

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 monetary reform; gold, the dollar, devaluation, and SDRs. Same as FINC 6521.

**ECON 6481 Independent Study in Economics 0/6/6**

Prerequisite: Consent of Department Chair and Instructor

Directed program of independent or specific research topics.

**ECON 6485 Special Topics in Economics 3/0/3**

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.

**Educational Foundations (EDFD)**

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

**EDFD 7303 Culture and Society in Education 3/0/3**

A critical analysis of cultural and sociological factors and their effect on issues affecting educational thought and schooling practices.

**EDFD 7305 History of American Education 3/0/3**

A survey of the development and patterns of public education in this country.

**EDFD 7306 Leadership Formation 3/0/3**

Crosslisted with EDLE 6325  
This course prepares aspiring leaders to create school learning communities capable of providing ongoing support for adult and student learning.

**EDFD 7307 Critical Issues in Education 3/0/3**

A study of selected issues affecting educational thought and schooling practices emphasizing critical analysis of the cultural and

sociological contexts of school-societal problems.

**EDFD 7309 Philosophical Foundations of Education 3/0/3**

A survey of philosophical thought foundational to educational theory and practice.

**EDFD 7311 Ethics in Education 3/0/3**

This course provides a survey of traditional and contemporary ethics as a foundation for examining selected educational policies, practices, and case studies.

**EDFD 7385 Special Topics 3/0/3**

Prerequisite: Consent of Department Chair  
Individually designed studies of educational foundations.

**EDFD 8371 Advanced Principles of Curriculum 3/0/3**

Prerequisite: A master's-level curriculum course

Advanced course directed toward providing students the knowledge and skill necessary for deriving principles to guide the processes of planning, designing, and evaluating curriculum in training and educational settings.

**Educational Leadership 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 3/0/3**

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 3/0/3**

This course is designed to provide school leaders with an examination of the theoretical framework on leading organizational

change for school improvement. It will focus on the systematic improvement of student achievement in the public school setting and will provide an opportunity for course related field experiences.

**EDLE 6314 School Business Management 3/0/3**

An examination of the planning and management functions in a school that encompasses such activities as budgeting, purchasing, storing, warehousing, records management, utilization and maintenance of the physical plant, including the needs of the handicapped. The application of the computer in the ongoing operation of the school will be emphasized.

**EDLE 6316 School Law and Ethics 3/0/3**

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 the course.

**EDLE 6318 Human Resources Management 3/0/3**

This course focuses on the personnel functions and responsibilities of school leaders. Students develop skills in forecasting personnel needs; recruiting, selecting, orienting, assigning, developing, compensating and evaluating personnel. Attention is given to major federal and state legislation, executive orders and court decisions that provide direction in the development of human resource programs that address the rights of diverse groups within the work force.

**EDLE 6320 Supervision of Instruction 3/0/3**

This course introduces the history of supervision and effective supervisory behaviors for teaching practices. Students study adult learning behaviors, supervisory models, tasks and skills of informal data collection and conferencing. Students are expected to practice these skills in on-site classrooms.

**EDLE 6322 Curriculum for Educational Leaders 3/0/3**

This course provides in class and field experiences for students in the investigation of current curriculum literature and in the identification and creation of organizational patterns/designs which support both short and long range school goal setting. Students will learn to coordinate and synthesize curriculum development, utilize appropriate instructional designs including delivery, management and resources, as well as to reflect on the interpretation and utilization of test results for the improvement of instructional programs.

**EDLE 6323 Promoting Teaching & Learning 3/0/3**

This course provides an examination of fundamental principles of curriculum development and instructional processes for k-12 school settings. In-class and field experiences investigating curriculum processes, evaluation and change assist students as they learn to coordinate, implement and synthesize curriculum development. Appropriate instructional design including delivery, management and resources, help students reflect on the interpretation and utilization of assessment results for the improvement of instructional programs.

**EDLE 6325 Leadership Formation 2/0/2**

Crosslisted with EDFD 7306

This course will examine the sources of authentic leadership: calling, connections, identity, integrity, and personal power.

**EDLE 6327 Professional Learning Communities 2/0/2**

This course prepares aspiring leaders to create school learning communities capable of providing ongoing support for adult and student learning.

**EDLE 6329 Managing School Operations 3/0/3**

Students examine knowledge and develop proveniences 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 6330 Building School Culture 2/0/2**

This course prepares aspiring leaders to engage school communities in creating and sustaining high performance cultures that personalize learning and set high expectations.

**EDLE 6331 Advanced Culture Seminar 3/0/3**

Prerequisite: EDLE 6330

This course will provide insights into the application processes involved in cultivating collaborative and learning focused school cultures.

**EDLE 6332 Advanced Change and Improvement 3/0/3**

Prerequisite: EDLE 6313

This course will explore how to drive and sustain organizational and academic improvement in a school setting. It will examine leadership and pedagogical changes that will promote a collegial environment focused on continuous improvement. The course will look at school reform at the building and classroom levels specifically focusing on improved instructional practices. It will also explore and analyze contemporary examples of school reform. Learning will be drawn from theory and research, from students' personal experiences, and from case studies

**EDLE 7304 Administration of Special Education Programs 3/0/3**

This course will provide the student an opportunity to gain an understanding of the legal and ethical requirements of complying with federal and state laws that govern the educational rights of students with disabilities. Students will also examine current educational strategies and methodologies that are designed to provide students with disabilities an appropriate education. The role of school administration in assuring compliance with the law, implementing educational programs, and evaluating those programs will be emphasized. (Cross-listed with SPED 7704).

**EDLE 7312 School Community Relations 3/0/3**

This course is designed to provide the graduate 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 7316 The Teacher and the Law 3/0/3**

An examination of the law that affects teachers, law established by state and federal statutes, constitution, and court decision.

**EDLE 7324 Special Education Law 3/0/3**

This course provides public school administrators and teachers the opportunity to examine the statutory and case law requirements of educating special populations.

**EDLE 7381 Independent Study 0/3/3**

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 specialize in topics, studies, and projects in the area of specialty.

**EDLE 7382 Directed Readings in Education 0/3/3**

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 in the topic. An integrated research paper of the reading is required.

**EDLE 7385 Special Topics 3/0/3**

Studies of topics to engage graduate students with contemporary issues and concerns related to school leadership.

**EDLE 7394 Educational Workshop 3/0/3**

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

**EDLE 7395 Educational Workshop 3/0/3**

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

**EDLE 7396 Educational Workshop 3/0/3**

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

**EDLE 8301 Leadership Residency I 0/0/6**

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 three the 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 semester 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 0/0/6**

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 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 three the

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 semester 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**  
0/0/6

Prerequisite: EDLE 8302 - Leadership Residency II

This is the third 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 three the 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 semester 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** 3/0/3  
Prerequisite: EDLE 6320

An advanced course in instructional leadership. Students will apply varying leadership styles in instructional settings depending on the developmental level of the faculty/staff being supervised. Students investigate various technical and interpersonal skills that are designed to improve the quality of instruction.

**EDLE 8312 School Finance** 3/0/3

This course is designed to provide the graduate student with the basic principles of school finance, accounting procedures, and school business management.

**EDLE 8314 Local School Leadership** 3/0/3

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 application of these to solving problems in the daily life of educational administrators.

**EDLE 8316 Educational Facilities** 3/0/3

This course is designed to make the graduate student aware of and appreciate the relationship that exists between the total educational program and the learning environment as expressed by the physical facilities housing such a program.

**EDLE 8320 Designing and Conducting Staff Development Programs** 3/0/3

This course provides techniques and processes for planning and implementing staff improvement programs. The literature, research, and reported effective practices are explored and implementation plans and activities are developed.

**EDLE 8322 Law for School Counselors and Psychologists** 3/0/3

This course is designed to provide the student with the opportunity to conduct an in-depth study of the law as it relates to the delivery of counseling and social services to students in a school setting. The student, working with the instructor, will research an area of interest and produce a written report.

**EDLE 8324 Ethics in Educational Leadership** 3/0/3

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 dilemma facing public education.

**EDLE 8326 Politics and Policy in Education 3/0/3**

Analyzes the politics of elementary and secondary education at the local, state, and federal level with an emphasis on Georgia issues and experiences. Contemporary issues such as local control, the expanding role of the state government in influencing policy direction are treated. The role of policy and the development of policy as they relate to politics will also be explored.

**EDLE 8328 Educational Leadership in a Pluralistic/Diversified Society 3/0/3**

A study of the various aspects of culture and its link to school leadership. A specific focus is made on the preparation of administrators that can help transform schools in ways that would serve the interests of groups oppressed on the basis of race, ethnicity, language, learning styles, gender, sexual orientation, social class, or disability. Limitations of traditional preparation models are investigated as well as related school reforms and restructuring movements.

**EDLE 8329 School Leadership in a Pluralistic and Diverse Society 3/0/3**

Students study school and district leadership within the context of how effective leaders address issues related to race, ethnicity, gender, sexual orientation, social class, disability, or language. Particular attention is given to preparation of leaders who can transform schools and districts in ways that serve the interests of all students.

**EDLE 8330 Group Leadership Techniques in Administration and Supervision 3/0/3**

This course provides experience in decision-making processes through the study of group behavior and leadership behavior, using role play, simulations, and case study methods. The role, styles, and functions of leaders are examined in the context of public education. Students learn to recognize both individual and group patterns of behavior in organizations. Interpersonal and managerial skills that are crucial to establishing a productive work climate are emphasized.

**EDLE 8332 Mediating Conflict in Organizations 3/0/3**

This course assists students in understanding ways of managing conflict in schools and community. Attention is given to the consequences of intergroup and intragroup conflict and ways to establish productive and collaborative relations. Case studies of conflict are used to foster skills in conflict mediation and alternative dispute resolution.

**EDLE 8334 Curriculum Design 3/0/3**

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 3/0/3**

An analysis and in-depth study of curriculum theories and the construction of new paradigms or models based on current curriculum thought. Conceptualization of the process of how fundamental change affects the culture of the school community and various emerging educational forms are also emphasized.

**EDLE 8338 Clinical Techniques in Supervision 3/0/3**

Prerequisite: EDLE 6320

The student will develop skills of observing and analyzing teacher performance by using both qualitative and quantitative techniques, and by conducting pre and post conferences with teachers.

**EDLE 8383 Research Proposal for Educational Leadership 3/0/3**

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 0/3/3**

Prerequisite: A minimum of four courses completed in the Specialist program is required prior to enrollment in this course. Is a one-semester advanced clinical field experience which prepares students for educational leadership positions.

**Education Mathematics and Science (EDMS)****EDMS 6216 Practicum 0/4/2**

Practicum experience with students, parents, teachers and other school personnel in a public school setting under the supervision of a college staff member.

**EDMS 6272 Classroom Management 3/0/3**

Students will examine major theoretical and empirical approaches to establish learning environments that encourage positive social interaction and active engagement in learning as well as promote self-motivation. One of the major challenges teachers face is classroom management. With the reality of larger class sizes, dwindling resources, and a diverse student population that includes students with special needs, teachers need creative cooperative classroom management skills.

**EDMS 6474 Technology as a Teaching and Learning Tool 2/0/2**

This course is part of the on-line MAT in Mathematics/ Science. This is a two hour course that will provide students with an in-depth opportunity to develop deep content and knowledge in math, science and how to support understanding with technology. Standards based instructional methods and design will be used to model for teachers and their curriculum related to math and science. Technology training that helps students and teachers make connections will be taught.

**EDMS 6485 Student Teaching 0/18/9**

Teaching one semester in the public schools at the secondary level under the supervision of an experienced, qualified classroom

teacher. Seminars are schedule as an integral part of the student teaching experience. Application for field experience required prior to enrollment.

**Educational Research (EDRS)****EDRS 6301 Research in Education 3/0/3**

The study of the general principles of qualitative and quantitative research designs with an emphasis on students becoming consumers of educational research.

**EDRS 6302 Research Methods in Educational Studies 3/0/3**

The study of the general principles of qualitative, quantitative, and action research designs. Students become consumers of research in their fields and learn how to conduct research in their particular educational settings.

**EDRS 6303 School-Based Research Methods 3/0/3**

The study of the general principles of qualitative and quantitative research designs with an emphasis on students being able to apply research methods to problems in education. The primary goal of the course is to prepare leaders to conduct and facilitate research for the purpose of school improvement. In this course, leaders will develop inquiry skills and will learn ways to lead others in the use of research based learning strategies and processes. Emphasis is placed on systematic collection of multiple forms of data to identify improvement needs, choose courses of action to meet those needs and monitor progress toward goal attainment.

**EDRS 6341 Using Data to Improve the School 3/0/3**

The course will provide students experiences in reviewing different types of data, analyzing data from multiple sources and in using different methodologies of interpreting and presenting data. Students will also explore (1) the use of data within curriculum, instruction, and comprehensive school improvement efforts and (2) how to develop a data drive culture within the school.



**EDRS 6342 School and Classroom Assess 3/0/3**

This course is designed to increase the school leader's knowledge and understanding of assessment and its role in improving student achievement. Students will examine the knowledge and skill base that supports the effective use of assessment within classrooms and schools. The nature and purpose of assessment, its use for improving instruction and the design of high-quality teacher-developed classroom assessments will be emphasized.

**EDRS 8301 Planning Research in Education 3/0/3**

This course is designed for students planning to conduct a research project as part of their specialist degree requirement. Students have the opportunity to examine various research designs and data analysis techniques appropriate to qualitative and quantitative research methodologies. Students will write the first three chapters of their research projects (Intro, Review of Literature, and Methods sections).

**EDRS 8302 Quantitative Analysis in Educational Research 3/0/3**

This course emphasizes the principles of experimental design and the analysis of data including analysis of variance for single and multifactor designs, randomized block, repeated measures, and analysis of covariance. Students learn computer applications and the reporting of results in APA style.

**EDRS 8303 Qualitative Analysis in Educational Research 3/0/3**

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 3/0/3**

Prerequisite: EDRS 6301, 6302 or equivalent

This course is designed for students planning to conduct a research project as part of their specialist degree requirement. Students have the opportunity to examine various research designs and data analysis techniques appropriate to qualitative and quantitative research methodologies. Students learn computer applications and the reporting of results in APA style.

**School Improvement Courses (EDUC)**

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

**EDUC 9923 Leadership for Diversity in the 21st Century 3/0/3**

This course will encourage a culturally pluralistic and global perspective on the equitable education of culturally and linguistically diverse student populations. Students 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 3/0/3**

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 3/0/3**

This course addresses the theories and processes of change in societies, cultures and organizations with particular emphasis on change within the educational systems. Completion of this course will enable stu-

dents 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 3/0/3**

This course overviews nationally recognized models for school improvement, the forces and factors that influence school improvement and reform, the barriers to change and reform, and how change can be instigated within educational settings. Students build and value a conceptual understanding of the knowledge base in school improvement. Students develop foundational skills in different styles of writing required throughout the doctoral program.

**EDUC 9942 State and Local Applications of School Improvement 3/0/3**

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 3/0/3**

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 3/0/3**

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 3/0/3**

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 question, 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 3/0/3**

Prerequisite: EDUC 9963

This course emphasizes advanced methods of analysis of quantitative data. Students also learn the fundamentals of evaluating programs in the schools. Each student develops a proposal for the evaluation of a program in his or her school.

**EDUC 9984 Doctoral Seminar I: Examination of Change 0/0/3**

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 processes of conducting scholarly research, developing a professional portfolio, and completing a doctoral dissertation.

**EDUC 9985 Doctoral Seminar II: Examination of Leadership 0/0/3**

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 steps of developing a professional

**English Courses (ENGL)**

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

**ENGL 5106 Studies in Genre 3/0/3**

An intensive examination of the formal, social, cultural and historical contexts of a single literary genre as well as the theoretical concerns that underlie its analysis. May be repeated for credit as genre or topic varies.

**ENGL 5108 Studies in the Novel 3/0/3**

This course will emphasize the development of the British novel from the seventeenth through the twentieth centuries or the American novel from the late eighteenth through the twentieth centuries in relation to literary, cultural, intellectual, technological, and aesthetic changes in Britain or America.

**ENGL 5109 Film as Literature 3/0/3**

An examination of films as texts through historical, aesthetic, thematic, and/or cultural questioning and analysis. Typical offerings may include Film and the Novel; Representations of War in Film; Film Censorship and the Marketplace; etc. May be repeated for credit as topic varies.

portfolio, and completing a doctoral dissertation.

**EDUC 9986 Selected Issues in School Improvement 0/0/3**

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 a maximum of 6 hours.

**EDUC 9998 Research for Doctoral Dissertation 0/15/15**

Prerequisites: 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. Prerequisites: Consent of dissertation chairperson; admission to candidacy.

tations of War in Film; Film Censorship and the Marketplace; etc. May be repeated for credit as topic varies.

**ENGL 5110 Medieval Literature 3/0/3**

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

**ENGL 5115 Renaissance Literature 3/0/3**

An investigation of Renaissance literature in its various aspects, including, but not limited to; poetry, prose, and drama, and a consideration of that literature as a part and product of its historical period.

**ENGL 5120 Seventeenth-Century British Literature 3/0/3**

An 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 3/0/3**

An examination of representative literary works from the era of exploration and dis-

covery through the era of the new American republic.

**ENGL 5130 Eighteenth-Century British Literature 3/0/3**

A topic-centered 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 3/0/3**

An 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 3/0/3**

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

**ENGL 5145 Victorian Literature 3/0/3**

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

**ENGL 5150 American Realism and Naturalism 3/0/3**

An examination of the American literary arts based in an aesthetic of accurate, unromanticized observation/representation of life and nature that flourished in the post-Civil War era.

**ENGL 5155 Twentieth-Century British Literature 3/0/3**

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 3/0/3**

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

**ENGL 5165 Contemporary British and American Literature 3/0/3**

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

**ENGL 5170 African-American Literature 3/0/3**

An examination of the African-American tradition in literature.

**ENGL 5180 Studies in Regional Literature 3/0/3**

An examination of the literature of a specific region and the forces that shape its regional literary identity within the larger national contexts of the British Isles or the United States. Frequent offerings in Southern literature will rotate with other topics. May be repeated for credit as topic varies.

**ENGL 5185 Studies in Literature by Women 3/0/3**

An investigation of aesthetic and cultural issues pertinent to the production of literature by women. Typical offerings will rotate among topics related to literature by women in the United States, the British Isles, or other parts of the world. May be repeated for credit as topic varies.

**ENGL 5188 Individual Authors 3/0/3**

An examination of the career of a single literary figure in the context of literary history. Frequent offerings in Shakespeare and Chaucer will rotate with courses in a variety of other figures from several literary traditions. May be repeated for credit as topic varies. Shakespeare may be taken for up to six (6) hours, if topic varies, with permission of the Director of Graduate Studies in English.

**ENGL 5210 Advanced Creative Writing 3/0/3**

Prerequisite: ENGL 3200 or equivalent  
An intensive experience in writing in one of the following genres: short story, poetry, or the novel.

**ENGL 5300 Studies in English Language 3/0/3**

A sustained analysis of a particular linguistic theme, an approach to, or a regional expression of the English language. Regular offerings in the history of the English language and its development from Anglo-Saxon to contemporary varieties of world English and in English grammar will rotate with other topics. May be repeated for credit as topic varies.

**ENGL 5310 Studies in Literary Theory 3/0/3**

An examination of a particular facet of or approach to literary theory and/or criticism. Typical offerings may include History of Literary Theory, Cultural Studies, Feminist Theory, Comparative Literature, etc. May be repeated for credit as topic varies.

**ENGL 5381 Independent Study 0/3/3**

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 of the department chair. Not more than one (1) Independent Study may count toward the M.A. in English without the chair's permission.

**ENGL 5383 Reading for the Comprehensive Exam 3/0/3**

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 3/0/3**

An examination of a topic in literature, theory, and/or writing that transcends the boundaries of the fixed curriculum. Typical offerings might include Literary Representa-

tions of the War in Vietnam, Nature Writing and the Environment, and Representations of Aging in Literature. Requires permission of the department chair to repeat.

**ENGL 5386 Internship 0/3/3**

A supervised practicum within a career-related setting that is writing-, editing-, tutoring-, and/or teaching-intensive. Enrollment is contingent on approval of proposed internship activities by both instructor and department chair.

**ENGL 6105 Seminar in British Literature I 3/0/3**

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

**ENGL 6110 Seminar in American Literature I 3/0/3**

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

**ENGL 6115 Seminar in British Literature II 3/0/3**

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

**ENGL 6120 Seminar in American Literature II 3/0/3**

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

**ENGL 6385 Seminar in Special Topics 3/0/3**

Study of a specific theme, critical approach, and/or concept that transcends boundaries established by the other 6000-level offerings

in the program. Typical offerings may include Transatlantic Influences in Modernist Literature, Literature of Migration and Settlement, and Theory and Praxis of Creative Writing. May be repeated for credit as topic varies.

**ENGL 6399 Thesis 0/3/3**

Prerequisite: Completion of all other M.A. requirements  
Research and preparation of an M.A. thesis under the supervision of an approved faculty advisor.

**Finance Courses (FINC)**

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

**FINC 5571 Derivative Markets 3/0/3**

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 3/0/3**

Prerequisite: FINC 3511 or equivalent  
Topics include foreign exchange market; exchange rates; balance of payments analysis and adjustment process; financing institutions, monetary relations and monetary reform, gold, the dollar, devaluation, and SDRs. Cross-listed with ECON 6461.

**FINC 6532 Finance 3/0/3**

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 3/0/3**

Prerequisite: FINC 3511 or equivalent  
Study of securities markets and security analysis for portfolio planning.

**FINC 6561 International Management of Financial Institutions 3/0/3**

Prerequisite: FINC 3511 or equivalent

Designed as a study of the financial management of financial institutions with an emphasis on international aspects.

**FINC 6585 Special Problems in Finance 0/3/3**

Prerequisite: Completion of the MBA core  
In-depth supervised individual study of one or more current problems of the finance profession.

**FINC 6586 Internship 0/3/3**

Practical finance internship experience with a commercial firm or organization for selected students.

**Foreign Languages (FORL)**

**FORL 5300 Seminar in Global Studies 3/0/3**

An interdisciplinary study of a selected culture, involving history, politics, sociology, and economics, as well as literature, art, music and spiritual life. The course includes a trip to the area studied.

**FORL 6001 Action Research in the Foreign Language Classroom 3/0/3**

Prerequisite: Admission to Teacher Education program  
This course provides an advanced introduction to the principles of action research in the foreign language classroom. Students will learn techniques for action research and complete a research proposal.

**FORL 6010 Topics in Language Education 3/0/3**

Prerequisite: Admission to Teacher Education program and FORL 4502 or equivalent  
This course will have variable content focusing on issues related to applied linguistics, foreign language acquisition, and/or pedagogical approaches. Possible topics include: Foreign Language Curriculum Planning, Discourse in the Language Classroom, Community-Based Learning and Language Education, and Culture in the Language Classroom. Course may be taken more than once with different topics.

**FORL 6100 Issues in Applied Linguistics and Secondary Language Acquisition 3/0/3**

Prerequisite: Admission to Teacher Education program

This course provides an advanced introduction to the principles of applied linguistics to teachers with limited background in linguistics who will be working with second and foreign language learners.

**FORL 6501 Foreign Language Teaching and Curriculum in the Elementary School 3/0/3**

Prerequisite: Permission of Instructor

This course is designed for students seeking degree in Foreign Language Education. It treats the disciplines of Foreign Language methodology and curriculum design applied to elementary school teaching and includes class observation, planning of instruction, and field experience.

**FORL 6502 Methods of Foreign Language Teaching 3/0/3**

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 3/0/3**

Prerequisite: Consent of Instructor / Graduate level standing

This course is available only to students enrolled in the MAT program who wish to write a Master's Thesis as the culminating experience of the program. Students will explore a topic related to the discipline they wish to teach. Candidates who choose this option will be required to defend the thesis.

## **French (FREN)**

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

**FREN 5501 Foreign Language Teaching in Elementary Schools 3/0/3**

This course is designed for students seeking a degree in Foreign Language Education. The objective is to prepare qualified foreign language teachers for elementary school.

This course treats the principles of foreign language methodology applied to elementary school teaching, and includes class observations, planning of instruction, and field experience.

**FREN 6150 Linguistics and Literary Theory 3/0/3**

Prerequisite: Consent of Instructor

This course is a study of the intersection(s) between theoretical linguistics and literary theory. Students will look at the ways in which language as a broadly defined linguistic category interrelates with literary texts in particular and cultural documents in general through the lens of some of the most influential French and French-speaking linguists and theorists of the twentieth century.

**FREN 6210 French Literature and Film 3/0/3**

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 3/0/3**

Prerequisite: Consent of Instructor

A study of selected works by major French writers of the twentieth century.

**FREN 6230 French Drama 3/0/3**

Prerequisite: Consent of Instructor

A study of major trends in French dramatic art, with critical study and discussion of representative plays from a variety of centuries and literary movements.

**FREN 6240 Seminar in French Poetry 3/0/3**

Prerequisite: Consent of Instructor

This course introduces the student to the French textual analysis method, "explication de texte". Students will learn the art of versification as well as the technical terms used in literary analysis as they do in-depth analysis of works selected from major literary movements.

**FREN 6250 Translation 3/0/3**

Prerequisite: Consent of Instructor

An introduction to the theory and practice of translation. Intensive practice in the translation of texts in French and representative of various academic disciplines.

**FREN 6310 Francophone Civilization 3/0/3**

Prerequisite: Consent of Instructor

The focus of study will be on literary works (poetry, novels, short stories) written mostly by Francophone writers from diverse horizons. This course will introduce students to the cultural diversity of Francophone culture and literature and explore the various repercussions of French language on local cultures and ways of life.

**FREN 6320 French Civilization and Culture 3/0/3**

Prerequisite: Consent of Instructor

A study of the evolution of French culture and civilization from past to present through an exploration of France's major, historical, artistic, and social development.

**FREN 6785 Special Topics in French 3/0/3**

Prerequisite: Consent of Department Chair  
Approved readings, reports, and/or directed Study Abroad.

**Geography (GEOG)**

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

**GEOG 5049 The Economic Geography of Resources 3/0/3**

Prerequisite: GEOG 1111 or permission of instructor

This course combines human and physical approaches to geographical analysis, and considers the economic geography of resource activities with special emphasis upon oil and mineral extraction, forestry, fishing and agriculture.

**GEOG 5053 EIS and Environmental Planning 3/0/3**

Prerequisite: GEOG 3253 or consent of department

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

**GEOG 5082 Directed Problems 0/3/3****GEOG 5086 Internship 0/3/3****GEOG 5103 Geography of Soils and Water 3/0/3**

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 2/2/4**

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 4/0/4**

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 4/0/4**

Prerequisites: GEOG 5553 or Instructor Permission

Study on air photo 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 5563 Remote Sensing 4/0/4**

Remote sensing of land, ocean, and atmosphere, including the response of earth materials to electromagnetic radiation; sensors and systems for earth observations; interpretation of imagery; mapping for environmen-



tal assessment, resource exploration, oceanographic, and other applications.

**GEOG 5643 Urban Geography 3/0/3**

Prerequisites: 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 5700 Global Environmental Change 3/0/3**

Prerequisites: 6 hours of science courses  
An advanced course on the evidence for, and theories of, environmental variability over time.

**GEOG 6677 Image Processing 3/2/4**

Prerequisite: GEOG 5563

Instruction and practice in the technique of digital image handling and analysis. Students will use airborne and satellite imagery to detect various features and changes. Project required.

**GEOG 6753 Advanced GIS and Spatial Analysis 4/0/4**

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 3/0/3**

An introduction to the themes, approaches, and techniques of human geography in the context of topics of current concern.

**GEOG 7203 Physical Geography for Teachers 3/0/3**

Prerequisites: 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 3/0/3**

Prerequisites: 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 2/4/4**

Course is an introduction to remote sensing of land, ocean, and atmosphere, including the response of earth materials to electromagnetic radiation; sensors and systems for earth observations; interpretation of imagery; mapping for environmental assessment, resource exploration, oceanographic, and other applications. Teachers will complete a web-based project to access remote sensing imagery and develop age-appropriate learning activities for their classrooms.

**GEOG 7686 Image Processing for Teachers 2/2/4**

Prerequisites: GEOG 7685 or Instructor Permission

Course is an introduction to digital imaging processing techniques, including image enhancement, classification, georeferencing, mosaicking, and change detection. Teachers will use local imagery to develop age-appropriate learning activities for their classrooms.

**GEOG 7687 GIS for Teachers 2/4/4**

Course explores the applications of GIS within all areas of social studies, including history, sociology, economics, anthropology, and political science, as well as applications in the fields of biology, earth and environmental sciences.

## Geology (GEOL)

### **GEOL 5003 Geomorphology 3/0/3**

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 3/2/4**

Prerequisite: GEOL 1121, CHEM 1211,

CHEM 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 3/2/4**

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 3/2/4**

Prerequisite: GEOL 3024, 3034, 4034 or consent of department

A study of the transportation, deposition, and lithification of sediments. Physical, chemical, and biological factors affecting these processes are evaluated. Sedimentary parameters are investigated by mechanical, paleontological, X-ray, and chemical means to determine their temporal and areal relationships.

### **GEOL 5044 Engineering Geology 3/2/4**

Prerequisites: 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 3/0/3**

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 sea-floor spreading, and a survey of mountain building processes through time.

### **GEOL 5074 Regional Applications of Field Geology 0/8/4**

Prerequisite: Consent of Department

An intense, four-week field excursion which provides a variety of field-oriented applications of major geologic principles. This course includes both regional syntheses of geological data and in-depth analysis of specific geological features and areas.

### **GEOL 5082 Geological Problems 0/3/3**

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 time of offering.

### **GEOL 5083 Geological Problems 0/3/3**

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 4/0/4**

Prerequisite: Consent of Department

Title and description of course to be specified at time of offering. May be repeated for credit.

### **GEOL 7004 Earth Science for Secondary Science Teachers 4/0/4**

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 3/0/3**

This course provides fundamental information about the history of life on Earth, and assists students in discovering and developing resources for teaching this topic to K-12 students. This course will examine the fossil record, evolution, and the history of life on this planet.

**GEOL 7154 Earth Science for Elementary Teachers 4/0/4**

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 4/0/4**

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 4/4/4**

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.

**German Courses (GRMN)**

**GRMN 5300 German Civilization 3/0/3**

Taught in English. Recommended for teachers or other students interested in an area of study. Also serves graduate students in some M.A. programs as a foreign language alternative.

**GRMN 5501 Foreign Language Teaching in Elementary Schools 3/0/3**

This course is designed for students seeking a degree in Foreign Language Education. The objective is to prepare qualified foreign

language teachers for elementary school. This course treats the principles of foreign language methodology applied to elementary school teaching, and includes class observations, planning of instruction, and field experience.

**GRMN 6050 The Holocaust in German Literature and Film 3/0/3**

An in-depth analysis of literary and filmic texts about the Holocaust. The focus will be on whether works that are essentially propaganda and that perpetuate and valorize the antisemitic ideology promulgated by Hitler can at all be called 'literary and artistic.' The place of the Holocaust in U.S. culture will also be analyzed.

**GRMN 6100 Women in 20th Century Germany 3/0/3**

This course focuses on the changing roles of women in Germany between 1880 and the present day. Students will study German history, the representation of women in German film and literature, and the literary, filmic, and intellectual contributions women themselves have made to German Culture in several spheres: politics, literature, film, music, and art.

**GRMN 6111 History of German Film 3/0/3**

A survey of German Film from the early silent films to the present. Students will examine German culture and history through film. Special emphasis is placed on understanding and analyzing ideological, historical, and cultural processes that films both initiate and reflect.

**GRMN 6170 Advanced Language Skills 3/0/3**

Emphasizes final mastery of basic structures and development of the speaker's ability to understand and correctly use more complicated ones. Students will read more extensive and more difficult texts and integrate some of the features in them into their own writing and speaking.

**GRMN 6785 Topics in German Studies**  
3/0/3

This course will have variable content and may also be used for guided individual student readings and projects. It could focus on an author (Thomas Mann, Franz Kafka), period (20th-century, Weimar, post-war), filmmaker (Rainer Fassbinder, Tom Tykwer), a literary or filmic movement (New German Cinema, Expressionism), or a theme (the outsider, ambiguity, violence). Such courses are typically informed by individual faculty specialty or current research interest and so offer students potential access to professional-level skills and methods. This course may be taken multiple times under different names.

**History Courses (HIST)**

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

**HIST 5400 Introduction to Public History**  
3/0/3

An examination of the development, philosophies and activities in the field of public history and the ethical issues which public historians face.

**HIST 5401 Theory and Practice of Oral History** 3/0/3

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

**HIST 5402 Introduction to Archival Theory and Practice** 3/0/3

An introduction to the principles of archival theory and management from appraisal and acquisitions through arrangement, description, preservation and public access. Includes a practicum experience.

**HIST 5403 Introduction to Museum Studies**  
3/0/3

An introduction to the philosophy, theory and practice of museum work and a survey of various functions of a museum, including

collections, research, education and interpretation, exhibits, and administration.

**HIST 5404 History of American Architecture** 3/0/3

A survey of American architecture in its social and cultural context from colonial America through the present day.

**HIST 5411 European Renaissance in Global Perspective** 3/0/3

Europe in the early modern era, focusing on the cultural and political history of the Renaissance, the development of overseas empires and the evolution of a scientific world view.

**HIST 5412 The Reformation** 3/0/3

The development of the Roman Catholic Christian traditions, seen within the context of 16th century Europe.

**HIST 5413 The Atlantic World, 1450-1800**  
3/0/3

A transnational perspective emphasizing connections between Europe, Africa, and the Americas from the period of European maritime exploration to the age of revolution. Topics include the expansion of empires and the mercantile capitalism, slavery and the trans-Atlantic slave trade, and interactions between Europeans, Africans and Native Americans.

**HIST 5417 19th Century Europe, 1789-1914**  
3/0/3

This course will survey European social, cultural, and political history from 1789 to 1914. It will consider how men and women of different classes and cultures experienced and understood Europe's lurch into modernity.

**HIST 5418 20th Century Europe** 3/0/3

A study of the political and social history of Europe in the 20th century with emphasis on the continuity of events and their interrelation.

**HIST 5419 The Cold War** 3/0/3

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

**HIST 5420 The Holocaust 3/0/3**

An analysis of the Holocaust, emphasizing aspects of modern European and Jewish history, the origins of European anti-Semitism, and the varied experiences of camp inmates, resisters, perpetrators, bystanders and liberators.

**HIST 5421 Mexico Since Independence 3/0/3**

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

**HIST 5422 US-Latin American Relations 3/0/3**

An introduction to the history of relations between Latin America and the United States from 1783 to the present, focusing on the political, economic and social interaction between Americans and Latin Americans.

**HIST 5424 Conflict and Interdependence in South Africa 3/0/3**

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

**HIST 5430 The Vietnam War 3/0/3**

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

**HIST 5433 Introduction to Modern China 3/0/3**

An introduction to the modernization process within China from 1500, emphasizing East-West conflict and the emergence of the People's Republic of China.

**HIST 5436 French Revolution - Napoleon 3/0/3**

Europe from 1789-1815, with particular emphasis upon France. A study of the French Revolution as the classic model for modern revolutions.

**HIST 5437 France Since 1815 3/0/3**

A survey of French history from Napoleon's defeat at Waterloo in 1815 to the present Fifth French Republic. An examination of

the role of French influence on European and world cultures over the last two centuries.

**HIST 5440 Modern Germany 3/0/3**

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

**HIST 5441 Modern Ireland: 1780 to Present 3/0/3**

A political, social, and cultural study of Ireland since 1780 with special emphasis on the evolution of Irish nationalism and Anglo-Irish relations. The roots and history of 'the Troubles' in Northern Ireland will also be explored.

**HIST 5443 Introduction to Modern Japan 3/0/3**

An introduction to the history of Japan, emphasizing the nineteenth and twentieth centuries, Japanese immigration to the United States, and Japanese-American relations.

**HIST 5446 Soviet Russia 3/0/3**

An analysis of Soviet history from the October Revolution of 1917 to the collapse of the Soviet Union in 1991, with an emphasis on Stalinism and post-Stalin developments.

**HIST 5451 Colonial America, 1492-1763 3/0/3**

The history of early America, from the Age of Discovery through the establishment and growth of England's New World colonies, with emphasis on the evolution of American society and culture.

**HIST 5452 American Revolution, 1763-1783 3/0/3**

A study of the origin of America's break with Great Britain, with emphasis on the causes of the Revolution, the course of the War of Independence, and the establishment of the new nation's political, social and cultural institutions.

**HIST 5453 The New American Republic, 1783-1815 3/0/3**

The political, diplomatic, economic and social history of the United States from the end

of the American Revolution through the War of 1812.

**HIST 5454 Jacksonian America, 1815-1848**  
3/0/3

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

**HIST 5455 Civil War and Reconstruction**  
3/0/3

American history from the end of the Mexican War to the Compromise of 1877, with special attention to the political, military and social history of the Civil War.

**HIST 5461 Environmental History** 3/0/3

A study of American understanding of ecology, wilderness, resource usage, conservation, agriculture, technology, and natural hazards from colonial times to the present.

**HIST 5463 American Military History**  
3/0/3

This history of American warfare from the colonial conflicts through the wars of the 20th century, with emphasis on society's impact on warfare and warfare's impact on American society.

**HIST 5464 American Sports History** 3/0/3

Traces the history of the development of American sports from the Colonial period to the present with emphasis on the social, cultural, economic, and political factors that influences American society.

**HIST 5465 U.S. Society and Culture to 1865**  
3/0/3

Examines the most important social and cultural trends in America from the colonial period to the end of the Civil War

**HIST 5466 U.S. Society and Culture Since 1865** 3/0/3

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

**HIST 5467 Women in American History to 1890** 3/0/3

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

**HIST 5468 Women in American History Since 1890** 3/0/3

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**  
3/0/3

The history of the Civil Rights Movement with emphasis on major leaders, organizations, and events in the twentieth century black freedom struggle.

**HIST 5471 The Gilded Age and Progressive Era, 1877-1920** 3/0/3

Prerequisites: 3 credits global history, 3 credits U.S. history or Instructor's 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** 3/0/3

Explores the social, political, cultural, economic, and diplomatic history of the U.S. from the end of World War I to the end of World War II.

**HIST 5473 Recent America: The U.S. Since World War II** 3/0/3

Explores the social, political, cultural, economic, and diplomatic history of the U.S. in the second half of the twentieth century.

**HIST 5474 History of Georgia** 3/0/3

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

**HIST 5475 Southern Families and Communities** 3/0/3

A study of the approaches to researching and analyzing the history of the varied families and communities in southern history.

**HIST 5476 The Old South 3/0/3**

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

**HIST 5477 The New South 3/0/3**

A study of the American South since 1865 including the interaction of economic, political, social and cultural factors, especially in the context of struggles in rural and urban communities and in the textile industry.

**HIST 5478 American Religion to 1800 3/0/3**

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

**HIST 5479 American Religion Since 1800 3/0/3**

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

**HIST 5485 Special Topics 3/0/3**

Courses on topics not usually offered by the department.

**HIST 6201 Archives Arrangement Practicum 0/0/3**

Prerequisite: Introduction to Archival Theory and Practice or Instructor's approval  
Advanced training in arranging, describing and processing archival collections for graduate students interested in archives work.

**HIST 6202 Theory and Method of Material Culture Studies 3/0/3**

Examines methods and theories for studying material culture from an interdisciplinary perspective, analyzing what material culture reveals about the culture and society in which it was created with an emphasis on America. Required for Museum Studies Certificate.

**HIST 6203 Studies and Research Methods in American Folklife 3/0/3**

An examination of the traditional, expressive, shared culture of various groups in the

United States through its history, emphasizing analysis of regional folklife traditions and folklife research and fieldwork methods.

**HIST 6283 Continuing Research 0/1/1**

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 3/0/3**

Prerequisite: Permission of Instructor  
Study of administrative functions: governance, financing, grant-writing, public relations, marketing, human resources, accreditation, and museum law and ethics. Taught in association with Atlanta History Center.

**HIST 6302 Collections Management in Museums 3/0/3**

Prerequisite: Permission of Instructor  
An examination of the processes by which a museum manages its collection. Taught in association with Atlanta History Center and involves a practicum experience.

**HIST 6303 Education and Interpretation at Museums 3/0/3**

Prerequisite: Permission of Instructor  
Studies include interpretative principles and techniques, school programs, adult and community programs, staffing, marketing and other programming logistics. Taught in association with Atlanta History Center.

**HIST 6304 Exhibits at Museums and Historic Sites 3/0/3**

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. Taught in association with Atlanta History Center.

**HIST 6481 Independent Study 0/0/3**

Individual study with the instructor taken by majors with permission of chair and instructor on a topic not regularly offered by the

dept. May involve a research paper, field research or reading and discussion.

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

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 develop a portfolio of their work.

**HIST 6684 Historiography 3/0/3**

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. Student will study the tools and methods of various historians, how they formulate hypotheses from gathering of information, and how different historians write about the same era or subjects. Required of all M.A. history graduates.

**HIST 6685 Special Problems 0/6/6**

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 3/0/3**

A seminar class with specific titles announced at time of offering. Transcript entries carry different nomenclatures to correspond to material taught. Seminars will vary according to topic and the specialty of the professor offering the course.

**HIST 6687 Topics in United States History 3/0/3**

A seminar class with specific titles announced at time of its offering. Transcript entries carry different nomenclatures to correspond to material taught. Seminars will vary according to topic and the specialty of the professor offering the course.

**HIST 6688 Topics in Latin American History 3/0/3**

A seminar course with specific titles announced each term. Transcript entries carry different nomenclatures to correspond to the materials taught.

**HIST 6689 Topics in Georgia History 3/0/3**

Prerequisite: HIST 4474/5474 History of Georgia

A seminar class with specific titles announced at time of offering. Transcript entries carry different nomenclatures to correspond to material taught. Seminar will vary according to topic and the specialty of the professor offering the course.

**HIST 6699 Thesis 3/0/3**

Prerequisite: Completion of Course Work Thesis.

**Mathematics Courses (MATH)**

**MATH 5003 Dynamical Systems 3/0/3**

Prerequisite: MATH 2644

A computational introduction to dynamical systems. Topics include discrete and continuous systems, bifurcations, stability, and chaos: Julia and Mandelrot sets, applications, to biology and physics.

**MATH 5013 Numerical Analysis 3/0/3**

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, systems of linear and ordinary differentiation equations.

**MATH 5014 Numerical Methods 4/0/4**

The practices and pitfalls of numerical computation. Topics include floating point representations; precision, accuracy, and error; numerical solution techniques for various types of problems; root finding, interpolation, differentiation, integration, systems of linear and ordinary differentiation equations.



**MATH 5043 Number Theory 3/0/3**

Prerequisites: MATH 2853 and 3003

An in-depth study of selected topics in number theory.

**MATH 5103 Operations Research 3/0/3**

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 5113 Technology Orientation**

**Survey of Statistics 3/0/3**

Course includes a review of basic statistical concepts as well as coverage of topics such as analysis of variance and regression. Assignments will be technology oriented with specific emphasis on the statistical package Minitab.

**MATH 5153 Applied Mathematical**

**Modeling 3/0/3**

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 singly and as part of a group. Same as CSC 6153.

**MATH 5203 Mathematical Probability**

**3/0/3**

Prerequisite: MATH 2853

A calculus based statistics course with a strong emphasis on probability theory. Exercises are both discrete and continuous probability distributions such as the Binomial, Geometric, Hypergeometric, Poisson, Normal, Beta and Gamma. The course provides the underlying theory and mathematically derived techniques of Statistics.

**MATH 5213 Mathematical Statistics 3/0/3**

Prerequisite: MATH 5203

A continuation of MAT 4203 including sampling distributions, estimation, hypothesis testing, regression, analysis of variance and nonparametric tests.

**MATH 5233 College Geometry 3/0/3**

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 5234 College Geometry 4/0/4**

An introduction to Euclidean and non-Euclidean geometries developed with the study of constructions, transformations, applications, and the rigorous proving of theorems.

**MATH 5253 Real Analysis 3/0/3**

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 3/0/3**

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, Lyapounov's second method and applications.

**MATH 5353 Complex Analysis 3/0/3**

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 3/0/3**

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 3/0/3**

Prerequisite: MATH 3413

The first of a two-course, in-depth, rigorous study in topics in the theory of groups, rings, and fields.

**MATH 5423 Abstract Algebra II 3/0/3**

Prerequisite: MATH 5413

A continuation of MATH 5413. Topics include linear groups, group representations, rings, factorization, modules, fields, and Galois Theory.

**MATH 5473 Combinatorics 3/0/3**

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 3/0/3**

Prerequisite: MATH 3003

An introduction to the fundamental concepts of graph theory. Topics include isomorphisms, Euler graphs, Hamiltonian graphs, graph colorings, trees, networks, planarity.

**MATH 5513 Linear Algebra I 3/0/3**

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 3/0/3**

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 3/0/3**

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 3/0/3**

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 3/0/3**

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 3/0/3**

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, and factorial designs. Use of technology will be an integral part of this course.

**MATH 5833 Applied Nonparametric Statistics 3/0/3**

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**  
3/0/3

Prerequisite: MATH 3063 or equivalent  
This course will consider applied principles and approaches for conducting a sample survey, designing a survey, and analyzing a survey.

**MATH 5885 Special Topics in Applied Statistics** 3/0/3

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**  
3/3/3

Courses in selected areas upon demand.  
Titles will be specified at time of offering.

**MATH 6003 Dynamical Systems and Applications** 3/0/3

Prerequisite: MATH 3303 or MATH 2654  
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.

**MATH 6043 Topics in Number Theory**  
3/0/3

Prerequisite: MATH 3414 or equivalent  
Topics include divisibility, congruences, Quadratic reciprocity and Quadratic forms, number theory functions, Diophantine equations, Farey fractions and irrational numbers, continued fractions, primes and multiplicative number theory and the Partition Functions.

**MATH 6103 Discrete Optimization** 3/0/3

Prerequisite: Math 2853, MATH 4483  
Topics include discrete optimization problems, simplex algorithms, complexity, matching and weighted matching, spanning trees, matroid theory, integer linear pro-

gramming, approximation algorithms, branch-and-bound, and local search and polyhedral theory.

**MATH 6203 Applied Probability** 3/0/3

Prerequisite: MATH 1634, MATH 2063 or an equivalent

Topics include probability counting methods, discrete and continuous random variables and their distributions, expected value, sampling distributions, Central Limit Theorem, and normal approximation to the binomial.

**MATH 6213 Statistical Methods** 3/0/3

Prerequisite: MATH 2853

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

**MATH 6233 Geometry** 3/0/3

Prerequisite: MATH 3003

An introduction to Euclidean and non-Euclidean geometries developed with the study of constructions, transformations, applications, and the rigorous proving of theorems.

**MATH 6253 Mathematical Analysis I**  
3/0/3

Prerequisite: MATH: 3003

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.

**MATH 6263 Mathematical Analysis II**  
3/0/3

Prerequisite: MATH 6253

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

**MATH 6303 Introduction to Mathematical Control Theory 3/0/3**

Prerequisite: MATH 2654, MATH 2853

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

**MATH 6363 Partial Differential Equations 3/0/3**

Prerequisite: MATH 2654, MATH 2853

Classical methods used in partial differential equations. Topics include data propagating along characteristics, classifications of systems of the first order equation, the method of transforms and separation of variables, and typical applications of the wave and heat equations.

**MATH 6403 Signal Processing 3/0/3**

Prerequisite: MATH 3243

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

**MATH 6413 Advanced Modern Algebra I 3/0/3**

Prerequisite: MATH 3413 or equivalent

Topics include introduction to groups, subgroups, quotient group and homomorphisms, group actions, direct and semidirect products and Abelian groups, and further topics in Group Theory

**MATH 6423 Advanced Modern Algebra II 3/0/3**

Prerequisite: MATH 6413 or equivalent

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

**MATH 6473 Combinatorial Analysis 3/0/3**

An introduction to combinatorics. Topics include the pigeon hole principle, combinations, permutations, distributions, generating functions, recurring relations, and inclusion-exclusion.

**MATH 6483 Theory of Graphs 3/0/3**

Prerequisite: MATH 3003

An introduction to the fundamental concepts of graph theory. Topics include isomorphisms, Euler graphs, Hamiltonian graphs, graph colorings, trees, networks, planarity.

**MATH 6503 Numerical Methods in Applied Mathematics 3/0/3**

Prerequisite: MATH 2853, MATH 3303

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

**MATH 6513 Applied Linear Algebra 3/0/3**

Prerequisite: MATH 2853

Topics include linear equations solving, error analysis and accuracy, linear least square problems, non-symmetric eigenvalue problems, symmetric eigenvalue problems and singular value decomposition, and iterative methods for linear systems

**MATH 6613 Inverse Problems 3/0/3**

Prerequisite: MATH 6253

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

**MATH 6713 Strategies for Teaching Math 3/0/3**

This course is designed to enable the learner to develop skills in teaching and planning for mathematics instruction at the secondary level. Special emphasis will be given to preparing teachers to teach in a performance-based curriculum.

**MATH 6723 Assessment and Classroom Management in Mathematics Education 3/0/3**

This course is designed to enable the learner to develop skills in assessment and evaluation as well classroom management in the secondary-level mathematics classroom. Special emphasis will be given to the preparation and assessment of performance-based task.

**MATH 6733 Research in Math Education 3/0/3**

This course is designed to enable the learner to review, analyze, and interpret available research in mathematics education with emphasis on the application of research to the secondary mathematics classroom.

**MATH 6743 Advanced Perspective on Secondary Mathematics 3/0/3**

Prerequisites: MATH 3243 and MATH 3413 or the equivalent

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

**MATH 6903 BioMathematics 3/0/3**

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

Topics include model building in development of experimental science, mathematical theories and models for growth of one-species and two or more species systems, mathematical treatment of differential equations in models stressing qualitative and graphical aspects, difference equation models, and scrutiny of biological concepts.

**MATH 6982 Directed Readings 3/0/3**

Directed readings are for graduate students who need to conduct an independent review of the literature in a topic not offered by the program curriculum. The topic must be approved by the supervising instructor and the graduate director or department chair.

**MATH 6983 Graduate Research Project 3/0/3**

The research course is designed to teach students methods for mathematical research. Students will conduct research under the supervision of a faculty mentor. Each student will work on a unique research project to be selected by the faculty mentor and the student. Student should have 18 hours of graduate-level mathematics and approval of faculty advisor.

**MATH 7053 Survey of Calculus for Teachers 3/0/3**

An overview of calculus with an emphasis on algebraic and trigonometric functions.

**MATH 7103 A Technology Oriented Survey of Statistics 3/0/3**

This course includes basic statistical concepts and statistical tests such as tests, confidence intervals, regression, analysis of variance and goodness-of-fit tests. Assignments will be technology oriented with specific emphasis on the statistical package MINITAB.

**MATH 7287 Teaching Internship I 3/0/3**

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 3/0/3**

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 Math for In-Service P-8 Teachers 3/0/3**

Strengthens understanding of the language, concepts, structure, and sequential development of elementary mathematics. (Non-credit for M.Ed. or ED.S. in Secondary Education with concentration in mathematics.)

**MATH 7413 Geometry for In-Service P-8 Teachers 3/0/3**

Strengthens understanding of the language, concepts, and development of elementary geometry. (Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in mathematics.)

**MATH 7423 Algebra for In-Service P-8 Teachers I 3/0/3**

Strengthens understanding of the concepts of algebra, with special emphasis for teachers of grades k-8. (Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in Mathematics.)

**MATH 7503 Algebra for In-Service P-8 Teachers II 3/0/3**

Prerequisite: MATH 3803 or consent of department

A continuation of MATH 3803. Topics include inverse, exponential, and logarithmic functions; systems of equations and inequalities matrices and determinants; sequences and series; the Binomial Theorem; and mathematical induction. (Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in Mathematics.)

**MATH 7513 Trigonometry and Calculus for In-Service P-8 Teachers 3/0/3**

Prerequisite: MATH 3803 (or equivalent) or consent of department

An introduction to the foundations of trigonometry, analytic introduction to the foundations of trigonometry, analytic geometry, and calculus. Designed especially for teachers of grades P-8. Helps promote a better understanding of the curriculum. (Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in Mathematics.)

**MATH 7523 Probability and Statistics for In-Service P-8 Teachers 3/0/3**

Prerequisite: MATH 2008

(Non-credit for mathematics major or minor). Special emphasis for teachers of grades P-8. Broadens understandings of the fundamental concepts of probability and statistics, with particular attention to specific methods and materials of instruction. (Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in Mathematics.)

**MATH 7533 Number Theory for In-Service P-8 Teachers 3/0/3**

Prerequisite: MATH 2008

Elementary number theory with emphasis on relevance to teaching at the P-8 level. (Non-

credit for M.Ed. or Ed.S. in Secondary Education with concentration in Mathematics.)

**MATH 7603 An Introduction to the History of Mathematics 3/0/3**

Prerequisite: Completion of core-level mathematics, ENGL 1102 or consent of Instructor

The development of mathematics from pre-historic times through late nineteenth century/early twentieth century is explored. Emphasis is given to key people, problems, cultural influences for various historic periods that have shaped what we think of as contemporary mathematics. This is a WAC course.

**MATH 7985 Special Topics in Mathematics 3/3/3**

Graduate courses in selected areas. Title will be specified at time of offering.

**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 3/0/3**

Prerequisite: MEDT 2401 or equivalent

An overview of communication and technology as it relates to teaching and learning. This course includes the design, production and utilization of materials and operation of audiovisual equipment and microcomputers. This course will meet the Georgia Technology certification requirement.

**MEDT 6461 Administration of the School Media Center 3/0/3**

An overview of the procedures in planning, administering and evaluating a school media program.

**MEDT 6462 Administration of Instructional Technology Programs 3/0/3**

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 3/0/3**

Introduction to classification systems with an emphasis on Dewey Classification System, Sears Subject Headings, and social networking factors related to authority control.

**MEDT 6464 Reference Sources and Services 3/0/3**

An introduction to basic information sources and development of reference skills.

**MEDT 6465 Selection and Materials 3/0/3**

An overview of current materials, including all genre of print and no-print, all formats of fiction and non-fiction materials. An introduction to the criteria of evaluation and the tools and techniques used in selecting all types of materials and equipment for school library media centers.

**MEDT 6466 Media Program 3/0/3**

Provides an overview and practical experiences in the multiple facets of the total school library media program. Integration of information skills into the total school curriculum is emphasized.

**MEDT 6467 Technology for Media Services 3/0/3**

Prerequisites: MEDT 6401 or equivalent; MEDT 7461

An introduction to technology for media services including basic computer operations, troubleshooting, and networking; internet issues, resourced and applications; video resources and production; and technology training and instruction.

**MEDT 6468 Automating School Media Centers 3/0/3**

Prerequisites: MEDT 6463; MEDT 6467  
Introduction to school library media automation procedures including CIP, AACR@, and MARC records, and the operation and maintenance of automation systems.

**MEDT 6487 Practicum 3/0/3**

Current issues in school media centers will be examined. Documentation of all field experience 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 0/6/3**

Prerequisite: College of Education field experience documentation required  
Supervised internship in a school or training environment. Provides students with experience in applying instructional technology principles and techniques.

**MEDT 7461 Instructional Design 3/0/3**

The course provides an overview of systematic approaches to instructional planning, development, and evaluation.

**MEDT 7462 Internet Tools, Resources, and Issues in Education 3/0/3**

A study of various internet tools, resources, and issues as related to K-12 education. Strategies for integrating internet into the curriculum will be included.

**MEDT 7464 Integrating Technology into the Curriculum 3/0/3**

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 3/0/3**

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 2/2/3**

An exploration of the principles of photography including the elements of light, sub-

ject, 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 3/0/3**

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 2/2/3**

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 1/2/3**

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. 30 Graduate Hours.

**MEDT 7470 Videotape Production and Utilization 2/2/3**

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 3/0/3**

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 is-

suess, students will also explore how to use data networks for a variety of instructional contexts and how to perform basic network trouble shooting and repair.

**MEDT 7472 Introduction to Distance Learning 3/0/3**

This course is a general introduction to conceptual, theoretical, and practical ideas concerning distance education, including the current status of distance learning and its impact on education. Students will become conversant in the terminology of the field of distance education, review its history, conduct research on specific areas of practice, investigate instructional and learning design strategies, explore the technologies commonly used, and understand the unique roles and responsibilities of the distance learner and the distance instructor.

**MEDT 7473 Advanced Multimedia 3/0/3**

Prerequisites: MEDT 7467 and MEDT 7468 or Instructor's permission  
An intermediate to advanced level course on the design, development and formative evaluation of multimedia software delivered locally and online. Strategies based on research on effective practice are emphasized. Students use software development tools to create and evaluate interactive software including strategies for instruction and assessing learning.

**MEDT 7481 Independent Project 2/2/3**

Preparation of an independent project under the direction of a faculty member. Advanced topics in theory, issues, trends, and media or instructional technology techniques will be emphasized. Students will specialize in topics, studies, and projects in the area of specialty.

**MEDT 7482 Directed Readings 0/3/3**

Prerequisites: 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 knowledge, skill, and motivation. An



integrated research paper of the reading is required.

**MEDT 7485 Special Topics in Media 0/3/3**

Prerequisite: Consent of Department Chair  
Individually designed studies of topics in media or instructional technology focused on the student's areas of specialty.

**MEDT 7494 Educational Workshop 0/3/3**

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 3/0/3**

This course will study effective communication skills, group dynamics, time management, and facilities planning with special emphasis on applying these skills to facilitate the integration of newer technologies into school library media centers and classrooms.

**MEDT 8463 Issues in Instructional Technology 3/0/3**

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 instruction technology will be emphasized.

**MEDT 8464 Issues in School Library Media 3/0/3**

Current issues and trends in school library media services and programs will be examined. The basic vision of the school library media program comprised of collaboration, leadership and technology will be emphasized.

**MEDT 8480 Program Evaluation 3/0/3**

This course is designed to prepare students to effectively and efficiently participate in program evaluation at the school sites. Students are expected to evaluate efficacy of existing programs and/or the appropriateness of programs being considered for implementation.

**MEDT 8484 Research Seminar I 3/0/3**

This course examines mixed methods (both qualitative and quantitative) 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 help them develop proficiency in the use of research methodologies. Students develop an electronic research portfolio to showcase their work and present it at the students' Ed.S. orals.

## Middle Grades Education Courses (MGED)

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

**MGED 6271 Middle Grades Curriculum 2/2/3**

Prerequisite: Admission to Teacher Education program  
Exploration of the nature of curriculum and nature of the learner for the middle grades and the identification of processes for developing relevant curriculum components, including career awareness, for the preadolescent in today's society.

**MGED 6285 Special Topics in Education 3/0/3**

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

**MGED 7261 Strategies for Teaching Language Arts 3/0/3**

Exploration of techniques and strategies for teaching the four components (reading, writing, listening, speaking) of language arts in the middle grades.

**MGED 7262 Strategies for Teaching Social Studies 3/0/3**

Exploration of techniques and strategies for teaching the social studies in the middle grades.

**MGED 7263 Strategies for Teaching Mathematics 3/0/3**

Exploration of techniques and strategies for teaching mathematics in the middle grades.

**MGED 7264 Strategies Teaching Science 3/0/3**

The exploration of techniques and strategies for teaching science in the middle grades.

**MGED 7271 Issues in Middle Grades Education 3/0/3**

An intensive study of the middle school learner, the middle school curriculum, and selected methods and techniques of instruction and organization appropriate for the middle school setting in light of current trends and issues.

**MGED 7281 Independent Project 0/3/3**

Preparation of an independent project under the direction of a full-time college faculty member.

**MGED 7282 Directed Readings in Education 0/3/3**

Concentrated readings and review of research studies and literature relative to areas of significance to middle grade education.

**MGED 8284 Research Seminar (Middle Grades) 3/0/3**

Prerequisite: EDRS 6301 or EDRS 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 3/0/3**

Designed as a culminating experience for the Ed.S. degree, this course focuses on the discussion of significant issues and problems facing education today. Topics will vary from semester to semester.

**Management Courses (MGNT)**

*(All courses carry three hours credit.)*

**MGNT 5625 International Management 3/0/3**

Prerequisite: MGNT 3600 or equivalent  
International operations of American firms, impact of international competition in the domestic market; organization for international production, marketing, financing, international markets, resources, institutions, managerial problems arising out of governmental relations.

**MGNT 5626 Women and Work 3/0/3**

A course designed to familiarize students with the history of women and work, the present role of women in the workplace, and current issues affecting working women; and to develop in students skills and strategies for dealing with issues related to women and work. Same as SOCY 4410.

**MGNT 5630 Dispute Resolution in Contemporary Organizations 3/0/3**

Analysis of the causes and consequences of conflicts in and among organizations with strategies and processes for their effective resolution. The course will cover the sources of organizational conflicts, strategies for conflict avoidance, approaches for conflict resolution, and traditional and alternative dispute resolution methods.

**MGNT 5681 Compensation Management 2/2/3**

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 and Operations Management Fundamentals with Quantitative Applications 3/0/3**

Prerequisite: MATH 1413 or equivalent  
An examination of the qualitative and quantitative fundamentals of Production/Operations management which provides a foundation for application of quantitative techniques.

**MGNT 6611 Business and Society 3/0/3**

A study of the relationship between business and society, including the role of social responsibility and responsiveness in determining corporate objectives, analysis of business/societal issues in varying arenas, and development of managerial skills in dealing with business/societal issues.

**MGNT 6670 Organizational Theory and Behavior 3/0/3**

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, organizational processes with emphasis on current issues.

**MGNT 6672 Theory and Philosophy of Management 3/0/3**

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 3/0/3**

Prerequisites: MKTG 6815, FINC 6532, all preparation courses and within 15 hours of graduation.

A study of total enterprise at the executive level applying a set of decisions and actions which result in the formulation and implementation of plans strategies that achieve the mission and goals of the enterprise with special consideration of the effects of globalization, ethics, and corporate accountability.

**MGNT 6683 Research in Business 3/0/3**

An overview of the research process--selecting and defining problems, building

research designs, developing sources of information, data-gathering techniques, and writing various forms of reports.

**MGNT 6685 Special Problems in Business 3/0/3**

Prerequisites: 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 3/0/3**

Sales management is a course designed to teach prospective managers the skills of salesperson management. Topics include motivating, controlling and evaluating salespersons for results. Trends and recent developments in sales management will also be covered.

**MKTG 5808 Marketing Information Systems and Research 3/0/3**

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 5831 Business-to-Business Marketing 3/0/3**

Focused study of marketing to intermediate customers in the manufacturing and services industries. Topics include interorganization conflict resolutions, developing synergies and relationships, and organizing for effective marketing effort.

**MKTG 5864 Consumer Behavior 3/0/3**

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 3/0/3**

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 adapting marketing strategy that is based upon this information.

**MKTG 6815 Marketing Strategy 3/0/3**

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 is the integrative elements on the course.

**MKTG 6820 International Business Strategy 3/0/3**

Prerequisite: All MBA preparatory courses

The international business strategy course will cover each traditional functional area of an organization as it applies to doing business across country boundaries. The functional areas addressed will include Finance, Accounting, Production, Human Resources Management, Marketing, and Technology Management. Students will learn to analyze international business situations and risks, and to develop successful international strategies based on such analysis.

**MKTG 6860 Advanced Marketing Research 3/0/3**

Prerequisites: MKTG 3803 and MKTG 5808 or equivalent

Advanced topics in Marketing Research including design and analytic methods.

**MKTG 6881 Independent Study in Marketing 3/0/3**

In-depth supervised individual study of one or more current marketing problems of business organization.

**Music Courses (MUSC)**

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

**MUSC 5150 Vocal Pedagogy and Literature 3/0/3**

Prerequisite: Vocal Proficiency

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

**MUSC 5160 Instrumental Pedagogy and Literature 3/0/3**

Prerequisite: Proficiency on a non-keyboard instrument

The study of instrumental teaching methods and materials and a survey of standard literature for selected band and orchestra instruments.

**MUSC 5171 Keyboard Literature Before 1825 2/0/2**

Prerequisite: Permission of the instructor

A survey of standard keyboard literature before 1825.

**MUSC 5172 Keyboard Literature After 1825 2/0/2**

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

Study of ensemble techniques, score preparation, rehearsal skills, coaching techniques and performance strategies for performing standard instrumental literature.

**MUSC 5181 Piano Pedagogy I 2/1/2**

Prerequisite: Piano proficiency or permission of the instructor

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

**MUSC 5182 Piano Pedagogy II 2/1/2**

Prerequisite: MUSC 5181 or permission of the instructor

A continuation of Pedagogy I with special focus on the late elementary student and group teaching.

**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.

**MUSC 5184 Piano Pedagogy IV 2/1/2**

Prerequisite: MUSC 5183 or permission of the instructor

A continuation of Pedagogy III, teaching of the intermediate and early advanced student. Will focus on authentic performance practice style for standard Romantic and Modern repertoire.

**MUSC 5240 Form and Analysis 2/0/2**

Study of the theoretical and historical development of forms, and of advanced techniques of analysis. Analytical study will cover selected forms and works from the Baroque style period to the present.

**MUSC 5300 Jazz History and Styles 3/0/3**

Prerequisite: Ability to read musical scores. The history and styles of jazz from its origins to fusion.

**MUSC 5311 Applied Jazz Composition and Arranging Variations 0/2/2**

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 0/2/2**

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 2/0/2**

Prerequisite: Permission of the Instructor  
Analysis and writing in the contrapuntal styles of the 16th through the 18th centuries. Students complete counterpoint projects by using traditional methods and by using the tools of music technology.

**MUSC 5410 Applied Composition 0/2/2**

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 2/0/2**

Prerequisite: Permission of the Instructor  
Principles, problems, and techniques of accompanying music for opera, theatre, and the concert stage.

**MUSC 5700 Wind Ensemble 0/1/1**

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 0/1/1**

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 0/1/1**

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. Preseason band camp required. Open to music-major and non-music-major students.

**MUSC 5730 Jazz Ensemble 0/1/1**

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 0/1/1**

The study and performance of literature composed for chamber wind and wind/percussion ensembles from original transcribed contemporary, and diverse cultural sources. Includes on-campus and off-campus performances. Open by audition to music-major and non-music-major students.

**MUSC 5750 Concert Choir 0/1/1**

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 0/1/1**

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 0/1/1**

Prerequisite: Vocal proficiency

The study of performance of operatic literature from traditional, contemporary and diverse cultural sources. Includes on-campus and sometimes off-campus performances. Open by audition to music-major and non-music-major students.

**MUSC 5800A Small Ensemble: Keyboard Ensemble 0/1/1**

The study and performance of literature composed for small ensembles from traditional, original, transcribed, contemporary, and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music-major and non-music-major students.

**MUSC 5800B Small Ensemble: Collegium Musicum 0/1/1**

The study and performance of literature composed for small ensembles from traditional, original, transcribed, contemporary, and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music-major and non-music-major students.

**MUSC 5800C Small Ensemble: Guitar Ensemble 0/1/1**

The study and performance of literature composed for small ensembles from tradi-

tional, original, transcribed, contemporary, and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music-major and non-music-major students.

**MUSC 5800D Small Ensemble: Flute Choir 0/1/1**

The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes Off-campus performances. Open by permission to music-major and non-music-major students.

**MUSC 5800E Small Ensemble: Clarinet Choir 0/1/1**

The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music major and non-music major students.

**MUSC 5800F Small Ensemble: Saxophone Choir 0/1/1**

The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music-major and non-music major students.

**MUSC 5800G Small Ensemble: Woodwind Ensemble 0/1/1**

The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and divers cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music-major and non-music-major students.

**MUSC 5800I Small Ensemble: Horn Choir 0/1/1**

The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-

campus and sometimes off-campus performances. Open by permission to music-major and non-music-major students.

**MUSC 5800J Small Ensemble: Trumpet Choir 0/1/1**

The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and off-campus performances. Open by permission to music-major and non-music major students.

**MUSC 5800K Small Ensemble: Trombone Choir 0/1/1**

The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music-major and non-music major students.

**MUSC 5800L Small Ensemble: Tuba/Euphonium Ensemble 0/1/1**

The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include some on-campus and sometimes off-campus performances. Open by permission to music-major and non-music-major students.

**MUSC 5800M Small Ensemble: Brass Ensemble 0/1/1**

The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes off-campus Performances. Open by permission to music-major and non-music-major students.

**MUSC 5800N Small Ensemble: Percussion Ensemble 0/1/1**

The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes off-campus perfor-

mances. Open by permission to music-major and non-music major students.

**MUSC 5800O Small Ensemble: Jazz Combo 0/1/1**

**MUSC 5800P Small Ensemble: Basketball Band 0/1/1**  
The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music-major and non-music major students.

**MUSC 5800Q Small Ensemble 0/0/1**

The study and performance of literature composed for small ensembles from traditional, original, transcribed, contemporary, and diverse cultural sources. May include on-campus and sometimes off-campus performances. Open by permission to music majors and non-music majors.

**MUSC 5850 Applied Conducting 0/2/2**

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 2/0/2**

A study of principles and practices for the marching band including show design, literature and teaching techniques. Intended for Music Education majors or individuals who work with marching bands. Students will use computer software to create the visual design of a marching band show.

**MUSC 5981 Directed Independent Study 0/3/3**

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 0/3/3**

Prerequisite: Permission of Department Chair and Instructor  
A study of research materials, methods, procedures, and designs in music and music education, including research and data analysis techniques and the application of findings. Students have the opportunity to examine research topics that exploit their professional interests and goals. Includes a research project component.

**MUSC 6083 Research Methods and Materials 3/0/3**

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

**MUSC 6110 History and Philosophy of Music Education 3/0/3**

Prerequisites: 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 3/0/3**

Prerequisites: 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, Brunner, Gagne, Ausubel, Maslow,



Rogers, and Gardner, the Gestalt Theory, and applications by Bruner, Gordon, and Mursell.

**MUSC 6184 Seminar in Music Education**  
3/0/3

Prerequisites: 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**  
3/0/3

Prerequisites: 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** 3/0/3

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

In-depth study of musical elements (eg: pitch, duration, texture, timbre, form, and intensity) and their interaction with works of all styles. Includes visual and aural analytical studies on the music of various composers.

**MUSC 6600A Principal Applied: Piano**  
0/3/3

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 credit hours of credit--one 25 minute lesson per week per credit hour. An applied music fee is charged per credit hour enrolled.

**MUSC 6600B Principal Applied: Organ**  
0/3/3

Private lessons for music majors on the principal instrument or voice. Lessons include

studies in technical, stylistic and aesthetic elements of artistic performance. Repertory is from the standard literature. All courses are repeatable for one, two or three hours of credit--one 25 minute lesson per week per credit hour. An applied music fee is charged per credit hour enrolled.

**MUSC 6600C Principal Applied: Voice**  
0/3/3

Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performances. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit--one 25 minute lesson per credit hour. An applied music fee is charged per credit hour.

**MUSC 6600D Principal Applied: Strings**  
0/3/3

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 from the standard literature. All courses are repeatable for one, two or three hours of credit-- one 25 minute per week per credit hour. An applied music fee is charged per credit hour.

**MUSC 6600E Principal Applied: Guitar**  
0/3/3

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. 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 6600F Principal Applied: Flute**  
0/3/3

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 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 6600G Principal Applied: Oboe  
0/3/3**

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 from the standard literature. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit--one 25-minute lesson per week per credit hour. An applied music fee is charged per credit hour enrolled.

**MUSC 6600I Principal Applied: Clarinet  
0/3/3**

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, aesthetic elements of artistic performance. Repertory studied is from the standard literature. Courses repeatable for one, two or three hours credit--one 25-minute lesson per week per credit hour. An applied music fee is charged per credit hour enrolled.

**MUSC 6600J Principal Applied: Bassoon  
0/3/3**

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 technical, stylistic and aesthetic elements of artistic performance. Repertory studied is from the standard literature. Courses repeatable for one, two or three hours of credit--one 25-minute lesson per week per credit hour. An applied music fee is charged per credit hour enrolled.

**MUSC 6600K Principal Applied: Saxophone  
0/3/3**

Prerequisite: Admission to the Master of Music degree program or consent of the Department Chair and Instructor  
Private lessons for majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit-- 25-minute-lesson per week per credit hour. An applied music fee is charged per credit hour enrolled.

**MUSC 6600L Principal Applied: Horn  
0/3/3**

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 are in studies of technical, stylistic and aesthetic elements of artistic performance. Repertory studied from the standard literature. All courses repeatable for one, two or three hours of credit--one 25-minute lesson per week per credit hour. An applied music fee is charged per credit hour enrolled.

**MUSC 6600M Principal Applied: Trumpet  
0/3/3**

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 aesthetic elements of artistic performance. Repertory studied from the standard literature. All courses repeatable for one, two or three hours of credit--one 25-minute lesson per week per credit hour. An applied music fee is charged per credit hour enrolled.

**MUSC 6600N Principal Applied: Trombone  
0/3/3**

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 & aesthetic elements of performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit--one 25 minute lesson per week per credit hour. An applied music fee is charged per credit hour enrolled.

**MUSC 6600O Principal Applied:  
Euphonium 0/3/3**

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 6600P Principal Applied: Tuba  
0/3/3**

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 is from the standard literature. All courses are repeatable for one, two or three hours of credit--one 25-minute lesson per credit hour. An applied music fee is charged per credit hour enrolled.

**MUSC 6600Q Principal Applied:  
Percussion 0/3/3**

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. Private lessons for music majors on the principal instrument or voice. Lessons include studies

in technical, stylistic and aesthetic elements of artistic performance. Repertory studies is from the standard literature. All courses are repeatable for one, two or three hours of credit--one 25 minute lesson per credit hour. An applied music fee is charged per credit hour enrolled.

**MUSC 6610A Secondary Applied: Piano  
0/3/3**

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 of technical, stylistic and aesthetic elements of performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit--one 25- minute lesson per week per credit hour. An applied music fee is charged per credit hour enrolled.

**MUSC 6610B Secondary Applied: Organ  
0/3/3**

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 studies is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour. An applied music fee is charged per credit hour enrolled.

**MUSC 6610C Secondary Applied: Voice  
0/3/3**

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 6610D Secondary Applied: Strings 0/3/3**

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 6610E Secondary Applied: Guitar 0/3/3**

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, 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 6610F Secondary Applied: Flute 0/3/3**

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 6610G Secondary Applied: Oboe 0/3/3**

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 6610I Secondary Applied: Clarinet 0/3/3**

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 6610J Secondary Applied: Bassoon 0/3/3**

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 6610K Secondary Applied: Saxophone 0/3/3**

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 6610L Secondary Applied: Horn 0/3/3**

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 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 6610M Secondary Applied: Trumpet 0/3/3**

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 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 6610N Secondary Applied: Trombone 0/3/3**

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 fee is charged per credit hour enrolled.

**MUSC 6610O Secondary Applied: Euphonium 0/3/3**

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 6610P Secondary Applied: Tuba 0/3/3**

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 fee is charged per credit hour enrolled.

**MUSC 6610Q Secondary Applied: Percussion 0/3/3**

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 lessons per week per credit hour. An applied fee is charged per credit hour enrolled.

**MUSC 6800 Graduate Recital 0/3/3**

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 completed prior to the middle of the last quarter of applied study and performed before a public audience.

**MUSC 6982 Directed Readings 0/3/3**

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 0/3/3**

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 0/9/9**

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.

**Natural Science (NTSC)**

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

**NTSC 7585 Selected Topics for Early Childhood Teachers 4/0/4**

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 4/0/4**

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 4/0/4**

Study in any of several branches of natural science. Credit allowable only for students enrolled in graduate programs in Education. May be repeated for credit.

**Nursing Courses (NURS)**

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

**NURS 6010 Perspectives on Caring in Nursing 1/0/1**

Prerequisite: Admission to program  
An examination of the concept of caring and the philosophy of self-care as an essential component of caring for others will be the focus on this course. Exploration of one's ability for self-care and participation in self-care activities will illuminate the meaning of caring for self to nursing practice. Theory and research related to caring will be explored.

**NURS 6100 Theoretical Foundations of Nursing Practice 3/0/3**

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 6187 Clinical Nurse Leader (CNL) Role Practicum I 0/5/1**

*Prerequisites:* NURS 6100, NURS 6300; *Co-requisite:* NURS 6601

This practicum introduces the student to the clinical nurse leader (CNL) role. Emphasis is placed on assessing a clinical microsystem and identifying the role of the CNL in addressing selected problems. Students will participate in the role of the CNL in collaboration with a preceptor and faculty.

**NURS 6287 Clinical Nurse Leader Role Practicum II 0/5/1**

*Prerequisite:* NURS 6187, NURS 6400; *Pre- or Co-requisites:* NURS 6401, NURS 6403, NURS 6404, NURS 6602

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

**NURS 6300 Health Care Delivery Systems 3/0/3**

*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 addresses issues related to the delivery of health care.

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

*Prerequisite:* NURS 6287; *Pre- or Co-requisite:* NURS 6603, NURS 6989

This course is an immersion experience in the role of the clinical nurse leader. Opportunities are provided for CNL 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 3/0/3**

*Prerequisites:* NURS 6010 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 6401 Health Promotion & Advanced Health Assessment 2/3/3**

*Prerequisite:* Admission to program

This course is designed to prepare nurses with advanced health assessment and health promotion skills and knowledge focusing on various physiologic systems across the life span and within special populations.

**NURS 6403 Advanced Applied Pharmacology 3/0/3**

*Prerequisite:* Admission to 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 3/0/3**

*Prerequisite:* Admission to 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**

*Prerequisites:* NURS 6010, NURS 6100, and NURS 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: NURS 6100 and NURS 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 Role of Nurse as Educator 2/0/2**

Prerequisites: NURS 6010 and NURS 6100; Co-requisite: NURS 6400

Exploration of the role of advanced nursing practice related to teaching. Specific theories relating to teaching, health promotion and prevention will be included. Emphasis on theoretical bases of teaching adults.

**NURS 6502 Assessment and Instruction in Nursing Education 2/0/2**

Prerequisite: NURS 6501 and Co-requisite: NURS 6587

Using a case study approach, 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.

**NURS 6503 Outcomes Evaluation in Nursing Education 2/0/2**

Prerequisite: NURS 6502 and 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 outcomes evaluation. Students 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 and 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 and Manager 2/0/2**

Prerequisite: NURS 6010 and NURS 6100 and 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 and 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 interventions designed to solve identified problems.

**NURS 6603 Outcomes Evaluation in Health Systems Leadership 2/0/2**

Prerequisite: NURS 6602 and 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 explore ways to document and present evidence of outcomes evaluation. Students will explore the outcome evaluation as an essential role for the advanced practice nurse.

**NURS 6687 Health Systems Leadership Role Practicum I 0/8/2**

Prerequisite: NURS 6601 and Co-requisite: NURS 6602

This practicum course focuses on decision-making and problem-solving in the health care delivery system 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 and 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 implemented in the first practicum course.

**NURS 6887 Health Systems Leadership Role Practicum II 0/8/2**

Prerequisite: NURS 6687 and Co-requisite: NURS 6603

This practicum course focuses on outcomes evaluation and builds upon the Role Practicum I course. Opportunities are provided for students to demonstrate analysis and synthesis of the outcome evaluation process.

**NURS 6981 Independent Study var. 1-3**

Prerequisite: Admission to program  
Independent study involving in-depth, individual research and study of a specific nursing problem and/or issue.

**NURS 6985 Special Topics in Nursing 3/0/3**

Prerequisite: Admission to program  
This course is related to a specific topic in health systems leadership or nursing education. The title and description of the course will be specified at the time of the offering.

**NURS 6987 Scholarly Project var. 1-3**

Prerequisite: NURS 6400 and NURS 6500 or permission of Assistant Dean  
This scholarly project provides an opportunity for students to address problems in health systems leadership or nursing education using evidence-based approaches.

**NURS 6989 Evidence-Based Project 3/0/3**

Prerequisite: NURS 6400 and NURS 6500  
This scholarly project provides an opportunity for students to address problems in health systems leadership or nursing education using evidence-based approaches.

**NURS 6999 Thesis var. 1-6**

Prerequisite: NURS 6400 and NURS 6500

The thesis provides an opportunity for students to participate in research to address problems in health systems leadership or nursing education.

**Physical Education Courses (PHED)**

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

**PHED 6622 Current Issues in Physical Education and Sport 3/0/3**

Opportunity for students to analyze issues, theories, and practices of current topics relative to physical education and sport.

**PHED 6628 Health Concerns of the School-Aged Child 3/0/3**

The focus of this course is on current issues in disease prevention and health promotion. The course is designed to update educators on the extensive health concerns of school-aged children.

**PHED 6660 Fundamentals of Teaching Health and Physical Education 3/0/3**

In this course, students will be introduced to the teaching of health and physical education with emphasis on the social, historical, and philosophical bases. The students will explore the roles and responsibilities of the health and physical education teacher related to effective practice and quality instruction. Research-based methods of teaching K-12 students will be discussed, reviewed and practiced.

**PHED 6665 Methods of Teaching K-12 Physical Education 3/0/3**

Prerequisite: Admission to Teacher Education, Co-requisite: PHED 6660  
This course provides an overview of general pedagogical skills and knowledge related to teaching physical education for k-12 students. The course develops an understanding of the characteristics and needs of children and adolescents, developmentally appropriate curriculum content in elementary and secondary school physical education, and effective teaching skills for elementary and

secondary school physical education. The course provides peer teaching experiences in both the classroom and gymnastics and requires students to plan, teach and evaluate physical education lessons.

**PHED 6667 Foundations of Nutrition 3/0/3**

Knowledge and application of nutritional information to assist school personnel who teach about components of a sound diet.

**PHED 6668 Concepts and Methods in Health Education 3/0/3**

Prerequisite: Admission to Teacher Education and PHED 6660 and 6665

The focus of this course is on health education curriculum and knowledge related to teaching health in K-12 settings. The topics include the school health index, comprehensive school health program, national health education curricula, national health education standards and teaching resources in health.

**PHED 6670 Movement for Children in Physical Education and Sport 3/0/3**

Study of philosophy, theory, content and teaching techniques of movement for children in elementary school and youth sport settings.

**PHED 6680 Physical Education for Children with Disabling Conditions 3/0/3**

Study of various physical and mental disabilities in school-age children as they relate to motor development and perceptual abilities in the physical education setting.

**PHED 6686 Teaching Internship 0/18/6**

Prerequisites: PHED 6660, 6665, Permission of Instructor and Admission to Teacher Education

This course involves practical, supervised teaching experience in a variety of school settings throughout the semester.

**PHED 7610 Curriculum Development in Physical Education 3/0/3**

In this course, students will focus on the examination and interpretation of curriculum values, models, designs and trends in physi-

cal education. Students will acquire the tools necessary for planning a comprehensive physical education curriculum with an emphasis placed on how to promote a physically active lifestyle.

**PHED 7614 Organization and Administration of Physical Education and Sport 3/0/3**

Administrative theory and functions of the management process. Students are expected to develop competencies involving the roles of management from both an administrative and supervisory position.

**PHED 7618 Applied Motor Control 3/0/3**

The focus of this course is on the principles of learning as they relate to the acquisition and development of motor skills, motor performance and motor learning throughout life. Applications to teaching K-12 physical education are emphasized.

**PHED 7620 Scientific Foundations of Exercise 3/0/3**

Prerequisite: PHED 2603 or PHED 2604 or equivalent

The course focuses on the physiological factors affecting human performance and the physiological modifications that occur as individuals engage in exercise. Primary focus is on how the body produces energy during exercise and the modifications within the cardiovascular and respiratory systems throughout exercise bouts.

**PHED 7626 Sociological and Psychological Aspects of Physical Education and Sport 3/0/3**

Designed for students to survey aspects of sport that contribute to the importance of sport in American society. Emphasis is placed on the relationship of physical education and sport to religion, ethnic groups, politics, media, women, economics, and education.

**PHED 7630 Legal Issues in Physical Education and Sport 3/0/3**

In this course, major legal issues in physical education and sport are examined. Emphasis

is on providing educationally and legally sound programs of activity.

**PHED 7640 Research in Health and Physical Education 3/0/3**

This course focuses on critical examination of current research in the field of health and physical education and how this research can impact teaching methods and effectiveness. The specific focus is to help students understand research in health and physical education and how it can be utilized to help teachers become more effective.

**PHED 7650 Analyzing Teaching for Professional Growth 3/0/3**

In this course, teachers focus on their development as professionals by critically analyzing research and practice of effective teaching in health and physical education. Techniques for observing and analyzing teachers are examined and applied to self and students.

**PHED 7669 Supervision in Health and Physical Education 3/0/3**

Seminar/laboratory experience in supervision of the health and physical education teacher and health and physical education student teacher in the public schools.

**PHED 7681 Independent Project 3/0/3**

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 0/3/3**

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 3/0/3**

Prerequisite: Approval of department

Titles and descriptions of specific course will be specified at time of offering. May be repeated for credit.

**PHED 7691 Educational Workshop 3/0/3**

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

**PHED 7692 Educational Workshop 3/0/3**

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

**PHED 7693 Educational Workshop 3/0/3**

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

**PHED 8603 Educational Facilities 3/0/3**

This course is designed to provide the graduate student with the importance of the relationship of the total educational program and the physical environment. Same as EDLE 8316.

**PHED 8628 Current Issues in Health Education 3/0/3**

Designed to enable teachers to understand and teach issues of a controversial nature, especially sex education and drug education. Knowledge and strategies for teaching class are examined.

**PHED 8661 Critical Analysis of Professional Literature in Physical Education and Sport 3/0/3**

Designed to assist the student in understanding and practicing written and oral skills involving critical reasoning and analysis as applied to current sources in physical education and sport.

**PHED 8684 Research Seminar 3/0/3**

Prerequisite: EDRS 6401, 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.

## 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

### PHIL 5381 Independent Study 0/3/3

### PHIL 5385 Special Topics 0/0/3

An examination of a topic in philosophy that transcends the boundaries of the fixed curriculum. Requires permission of the department chair to repeat.

## 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 3/0/3

Title and description of course to be specified at time of offering. May be repeated for credit. For students pursuing graduate degrees in education.

## Planning Courses (PLAN)

### PLAN 5701 Technology and Sustainable Economic Development 3/0/3

Examines economic development policy at all levels of government and the role technology can play in helping promote sustainable economic development.

### PLAN 5704 Planning Theory and Practice 3/0/3

The course provides an overview of the development of planning theory and practice

and its usefulness in addressing the challenges facing the practice of public planning in modern society.

### PLAN 5705 Computers in Politics, Planning, and Management 3/0/3

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

### PLAN 5784 Planning Seminar 3/0/3

Reviews recent books and periodical literature on topics of contemporary planning. Explores/discusses various planning theories and the history of planning in the United States.

### PLAN 5785 Topics in Planning 3/0/3

Prerequisites: Approval of Instructor and Chair

An in-depth analysis of specific planning topics will be offered. This course may be repeated for credit with different content. Titles and content will be supplied at the time of offering and listed on students' transcripts.

### PLAN 5786 Capstone Project or Internship 0/6/6

Experience working with agency/organization in which planning knowledge can be utilized. Prerequisite: approval of instructor and chair. OR Individual preparation of paper on a community or regional plan that exhibits mastery of substantive area of planning.

## Political Science Courses (POLS)

### POLS 5101 Legislative Process 3/0/3

A study of the role, functions, and organization of the U.S. Congress and state legislatures with special attention to the Georgia General Assembly. Theories of representation and legislative voting patterns are examined, and comparisons between the American political process and that of parliamentary systems made.

**POLS 5102 The Presidency 3/0/3**

This course focuses not only upon the institutional and legal frameworks set out in the constitution regarding the Presidency but also upon the historical, philosophical, psychological, and sociological aspects of the office. The American system of checks and balances is compared to that of parliamentary democracies.

**POLS 5103 Public Opinion 3/0/3**

This course examines the nature and development of public opinion in America and the interaction between public opinion and government. The influence of public opinion on government institutions and public policy formation in America and the impact of government upon citizens' attitudes and opinions are explored.

**POLS 5200 Principles of Public Administration 3/0/3**

An introductory examination of the characteristics of the public organization and its impact on society. Analysis of the theories of public administration, personnel issues, budgetary activities, legal dynamics, as well as historical development of the field are included.

**POLS 5202 Interorganizational Behavior 3/0/3**

An examination of the interactions between various levels of government, nonprofit and private organizations in the federal system.

**POLS 5204 Public Finance 3/0/3**

A study of the equity and economic effects of government spending programs, taxes, and debt. The course is primarily applied microeconomics. Same as ECON 5440.

**POLS 5207 Technology Policy 3/0/3**

Technology Policy will emphasize the development of national and state energy, manufacturing, information, and medical technology policies and how they structure society, business, and, in turn, government. Interactive exercises foster student understanding of the issues, groups involved, and the dynamics of change.

**POLS 5208 Health Policy 3/0/3**

This course examines the health policy at the national, state, and local levels, with a detailed look at the steps in the process, groups involved, and resultant policies. Through group exercises, each student will experience the policy process, gain an understanding of the dynamics of change, and develop the ability to form coherent policies.

**POLS 5209 Environmental Policy 3/0/3**

Environmental Policy will emphasize the national and state policy making process, focusing on the dynamics of pluralist change, policy implementation and current environmental status.

**POLS 5210 Modern Public Management 3/0/3**

Various changes in the management of public organizations are identified and analyzed. Includes the role of technology, modification of the relationship between public and private spheres, and current trends in the management of change and supervision of a diverse work force.

**POLS 5211 State and Local Politics and Administration 3/0/3**

An in-depth study of the political process and administrative procedures used in American state and local governments to address social, economic and political issues. Comparative analysis of relevant actors and strategies across the states is incorporated.

**POLS 5212 State and Local Government Finance 3/0/3**

Exploration of rationale for public revenues and expenditures, with emphasis on practical application and current state and local finance issues.

**POLS 5213 Comparative Public Administration and Policy 3/0/3**

This course introduces students to the field of Comparative Public Administration and Comparative Public Policy. Focusing primarily on democratic states, it explores recent innovation in public administration and policy evolution and transformation within the context of the modern welfare state. It

examines the institutions and political setting in six countries: Brazil, Germany, the UK, Japan, the United States, and Sweden, and addresses policy areas ranging from social welfare to environmental politics.

**POLS 5214 Urban Politics 3/0/3**

This course provides an in-depth examination of the major areas of scholarly inquiry in urban politics. The course begins with an overview of theoretical foundations and model of urban politics. Contemporary approaches to studying urban politics from a political economy or regime perspective are given special attention. The remainder of the course is divided into two major areas of inquiry: (1) urban political institutions and (2) political behavior and political processes in urban settings.

**POLS 5215 Management of Nonprofit Organizations 3/0/3**

This course is designed to explore the theoretical principles and practical applications of management for charities and/or nonprofit organizations. The underlying thesis of this course is that by understanding fundamental principles such as developing effective mission and objectives statements, fundraising, marketing and accounting strategies, nonprofits can become more effective and responsive to their constituency's needs. The course will include a field research component.

**POLS 5301 Constitutional Law I 3/0/3**

Study of the constitutional divisions of power among the branches of the national government and between the national and state governments.

**POLS 5302 Constitutional Law II 3/0/3**

Study of the application and interpretation of the constitutional protections by the American courts.

**POLS 5501 International Law 3/0/3**

This is an introductory course designed to familiarize students with the body of international law, its applicability, and the existing organs of arbitration and adjudication. The course 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 3/0/3**

The course introduces students to the interconnectedness of gender roles and ethnic classifications with international relations. Thus, this course takes an interdisciplinary approach to the study of colonialization, war and peace, revolutionary theory, social movements, development, and human interaction with environment.

**POLS 5503 International Organizations 3/0/3**

This is an analysis of international organizations with an emphasis on the United Nations. The course examines the role of the UN in peacekeeping, collective security, economic development, and human rights.

**POLS 5601 Ancient and Medieval Political Thought 3/0/3**

A critical reading of selected works by major ancient and medieval western political thinkers, e.g., Sophocles, Thucydides, Plato, Aristotle, Augustine, Aquinas, and Machiavelli.

**POLS 5602 Modern Political Thought 3/0/3**

A critical reading of the major works which form the basis for political thinking in modern times. Authors include such thinkers as Hobbes, Rousseau, Marx, Hegel, and Nietzsche, exploring issues like freedom, family, community, order, and the modern state.

**POLS 5603 American Political Thought 3/0/3**

A critical reading of selected essays, speeches, debates, and literary works from America's great and unique political tradition. The course will focus on various major themes, for instance, commerce, freedom, justice, race, democracy, representation, community, or family life.

**POLS 5701 Technology and Sustainable Economic Development 3/0/3**

Examines economic development policy at all levels of government and the role tech-

nology can play in helping promote sustainable economic development.

**POLS 5705 Computers in Politics, Planning, and Management 3/0/3**

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

**POLS 5985 Problems in Politics 3/0/3**

Specialized areas of analysis in a subfield of political science with the specific titles announced in the class schedule and entered on the students' transcripts. Students may repeat the course for credit as topics change.

**POLS 6200 Public Budgeting 3/0/3**

A hands-on practical course in how governments collect and spend tax dollars and with what effects. Theories of budgeting are examined for their usefulness in the daily realities of the government budgeting setting. Through in-class group assignments, students learn to construct budgets with economic data, write policy statements, and demonstrate an understanding of capital budgeting, cash and accounting principles.

**POLS 6201 Theory of Public Administration 3/0/3**

What is a good administrator? An examination of dilemmas and hard choices in public administration looked at from three conflicting perspectives: the good person, the good administrator, and the good citizen. Topics include personal versus organizational responsibility; professional expertise versus democratic accountability; authority and culpability; and the relation between bureaucratic knowledge and the power it fosters.

**POLS 6202 Research Methods for Public Administration 3/0/3**

Research techniques and computer applications relevant to public and nonprofit agencies. The design, data collection, and analysis component of the research process are emphasized.

**POLS 6203 Theories of Public Organization 3/0/3**

A survey of the major theories of organizational design and behavior with an emphasis on comparisons of public, private, and nonprofit agencies.

**POLS 6204 Public Policy Analysis and Evaluation 3/0/3**

Concepts, techniques of analysis and evaluation methods for the design and assessment of public policy and programs.

**POLS 6205 Administrative Law and Procedures 3/0/3**

A detailed study, by ways of cases and controversies, of the Constitutional, legal, ethical, and administrative principles which regulate the actions of public servants, the course examines cases from both federal and state administrative experience.

**POLS 6206 Public Personnel Administration 3/0/3**

An examination of the processes, policies, and laws pertaining to public personnel, the course analyzes issues concerning personnel administrators including employee protection, motivation, and efficiency.

**POLS 6209 Management of Nonprofit Organizations 3/0/3**

This course is designed to explore the theoretical principles and practical applications of management for charities and/or nonprofit organizations. The underlying thesis of this course is that by understanding fundamental principles such as developing effective mission and objectives statements, fundraising, marketing and accounting strategies, nonprofits can become more effective and responsive to their constituency's needs. The course will include a field research component.

**POLS 6283 Continuing Research 0/1/1**  
Prerequisite: Permission of Department Chair

This course is for students completing degree requirements who will be using staff time of University facilities and for whom no regular course is appropriate.

**POLS 6285 Special Topics in Public Policy 3/0/3**

Specific titles announced in class schedules and entered on transcripts. Course may be repeated as topics change.

**POLS 6286 Professional Seminar 0/0/6**

Taken at the completion of the student's degree program. Students not employed in public service will complete a 3-month internship in a governmental agency. A research will be required. It will analyze an actual problem which confronts the agency, describe the problem-solving and decision-making processes involved in the solution, evaluate the supportive evidence for the decision made. Finally, the paper will evaluate linkages between the internship or work experience for the in-service student, classroom materials, and public administration literature. An oral defense of the paper before the student's committee is required. In-service students will receive 3 hours credit, and pre-service students may receive 3 or 6 hours credit.

**POLS 6290 Practicum and Assessment Center 3/0/3**

Prerequisites: Approval of MPA Director and completion of all other certificate courses.

This course assures that students gain practical knowledge and skill in program and policy administration by applying the latest and most effective theory and practice to real-world problems. Students both identify and offer alternative approaches to meet needs of a service, community, or public organization.

**POLS 6981 Directed Readings 0/0/3**

In-depth, individualized research on specific political problems and issues using recent, up-to-date public administration research work and journal articles.

**Psychology Courses (PSYC)**

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

**PSYC 5030 History and Philosophy of Psychology 4/0/4**

An intensive exploration of the major theoretical themes in psychology in historical and contemporary contexts.

**PSYC 5040 Psychology of Dreams 3/0/3**

An exploration of the content analysis of dreams as a vehicle for personal growth. Classical theories (e.g., Freudian, Jungian, Gestalt) will be covered, as well as contemporary physiological, phenomenological and cognitive theories. Emphasis will be placed on personal understanding of one's dreams as they relate to everyday life.

**PSYC 5070 Psychology of Myth and Symbol 3/0/3**

A study of myths and symbols in human expression.

**PSYC 5085 Horizon Seminar 4/0/4**

A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology which are special interest to students and faculty. May be repeated for credit.

**PSYC 5090 Groups and Group Process 3/0/3**

An introduction to factors affecting the formation, evolution and development of groups and group process. Examines factors affecting groups and group process in a variety of settings. Includes discussion of leadership styles and their impact on group functioning and group process.

**PSYC 5130 Eastern and Transpersonal Psychologies 4/0/4**

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

**PSYC 5140 Psychology of Gender 3/0/3**

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



**PSYC 5160 Psychology of Love 3/0/3**

An exploration of the dynamics involved in building an intimate relationship that is fulfilling to all parties. By way of definition the important aspects of a love relation are discussed.

**PSYC 5200 Parapsychology 3/0/3**

An examination of the ways scientists and psychologists investigate unusual experiences such as telepathy, pre-cognition, psychokinesis, remote viewing and clairvoyance. Parapsychology's impact on consciousness studies, research design, and medicine and healing is discussed.

**PSYC 5230 Phenomenological Psychology 3/0/3**

A study of the foundations, method and applications of phenomenology in psychology with special attention to the nature of the self and the scientific attitude.

**PSYC 5270 Psychology of Childhood 3/0/3**

A psychological study of the pre-adult world, emphasizing psychological growth from the prenatal period through adolescence. Developmental issues will be examined from psychoanalytic, psychosocial, phenomenological, and transpersonal perspectives.

**PSYC 5280 Psychology of Adolescence and Adulthood 3/0/3**

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

**PSYC 5290 Moral and Social Development 3/0/3**

Explores the cross-cultural structure and psychological dimensions of the moral self, and its evolving relationship with the interdependent social world.

**PSYC 5300 Seminar in Global Studies 0/3/3**

An interdisciplinary study of a selected culture, involving history, politics, sociology, and economics, as well as literature, art, mu-

sic and spiritual life. The course includes a trip to the area studied. Same as FORL 5300.

**PSYC 5500 Explorations into Creativity 3/0/3**

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

**PSYC 5660 Advanced Topics in Abnormal Psychology 3/0/3**

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

**PSYC 5670 Values, Meanings, and Spirituality 3/0/3**

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

**PSYC 6000 Foundations of Humanistic Psychology 4/0/4**

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

**PSYC 6010 Human Growth and Potential 4/0/4**

Self-disciplinary inquiry to facilitate greater awareness of where one is coming from so as to attain greater freedom in relation to where one is going. Required for M.A. students.

**PSYC 6083 Research Methods 3/0/3**

An introduction to research methodology and development of research projects. Potential benefits and limitations of quantitative approaches and ethical considerations will provide a ground for theoretical and applied exploration of research methods particular to the human sciences.

**PSYC 6085 Advanced Theories 3/0/3**

Prerequisite: PSYC 6200

In-depth study of a specific theory of psychotherapy/ intervention with individuals, groups, or families, with focus on explana-

tion, prevention, and treatment of struggle. The specific theoretical focus will vary by semester, and will be indicated following the colon in the course title and on the student transcript. May be repeated for credit.

**PSYC 6151 Psychological Appraisal 3/0/3**

Techniques for understanding individual personality and behavior such as observation, interviewing, and tests of ability, achievement, interest, motivation, and social characteristics. Same as CEPD 6151.

**PSYC 6161 Counseling Methods 3/0/3**

An overview of various counseling theories, the counselor as a person and skill building through the use of video tape feedback in developing personal strengths in counseling.

**PSYC 6180 Advanced Counseling Methods 3/0/3**

Emphasizes the mastery of attending, responding, action and termination strategies necessary to assist client's progress through the stages of counseling. Focuses on the counseling skills which facilitate client self-understanding, client goal-setting and client actions. Same as CEPD 6161.

**PSYC 6200 Theoretical Approaches to Counseling and Psychotherapy 4/0/4**

A comprehensive approach to the basic paradigms of the major systems of individual psychotherapy. The emphasis will be upon bringing light to the cardinal issues that are always at stake in any form of therapeutic praxis. The explanatory standpoint that emphasizes techniques and skills will yield to a foundational approach aimed at understanding the art/ science of therapy.

**PSYC 6220 The Counseling and Psychotherapy Process 3/0/3**

A practical introduction to the methods of initiation, facilitation, and termination of the psychotherapeutic process. Therapeutic frame and contract, transference and countertransference issues are explored through lectures and role-playing exercises with volunteer clients.

**PSYC 6230 Group Counseling and Psychotherapy 3/0/3**

Prerequisite: PSYC 6180/CEPD 6161

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

**PSYC 6240 Principles of Family Therapy 3/0/3**

An exploration of principles, basic concepts, theoretical assumptions and a variety of therapeutic techniques in the field of family therapy from both historical and contemporary perspectives. Major approaches such as intergenerational, structural, strategic, and constructionist are highlighted.

**PSYC 6260 Clinical Hypnosis 3/0/3**

This course combines lecture, demonstration, and supervised practice to develop skills in clinical hypnosis. Topics include: phenomena of hypnosis, methods, and techniques of induction, self-hypnosis, application to clinical practice along with professional and ethical issues. Students will be given the opportunity to practice in small group settings.

**PSYC 6270 Foundations of Clinical Interviewing 3/0/3**

A gateway course to our offerings in clinical psychology. Introduces the student to a phenomenologically-based approach and method toward gathering and writing up descriptive data derived from initial intake interviews. Also serves as a foundation for approaching psychological assessment in psychotherapy situations.

**PSYC 6280 Theory and Practice of Clinical Assessment 3/0/3**

An introduction to basic principles, concepts, theoretical assumptions, and various assessment approaches from both historical and contemporary perspectives, as well as factors influencing appraisal. Emphasis on validity, reliability, and analysis of psychometric data will be contrasted with more subjective, existential, and phenomenologically grounded approaches to understanding

people. Students will learn to write reports based on information gathered from interviews, projective strategies and other data sources.

**PSYC 6283 Continuing Research 0/1/1**

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 3/0/3**

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

**PSYC 6287 Clinical Practicum 3/0/3**

Prerequisite: permission of Instructor  
Structured supervised experience in counseling and psycho-therapy in agency settings. May be repeated for credit. Students will enroll concurrently in 1-credit hour tutorial-clinical supervision.

**PSYC 6390 Psychological Suffering and Disorders 3/0/3**

An introduction to those milder forms of psychological disorders - including anxiety reactions, phobias, depression, dissociative and conversion hysteria, obsessive-compulsive disorders, and paranoid reactions. Nature, etiology, and dynamics explored through traditional and phenomenological approaches.

**PSYC 6393 Personality Disorders 3/0/3**

An exploration of the nature, dynamics and etiology of those psychological disorders termed 'personality disorders'. Overall description and subtype classification will be discussed from traditional and phenomenological approaches.

**PSYC 6397 Psychotic Disorders 3/0/3**

An exploration of those serious psychological disorders termed the psychoses. Both affective and thinking disorders will be considered, with attention to their nature, dynam-

ics and origins. Traditional and phenomenological approaches will be used.

**PSYC 6400 Psychology, Culture, and Society 4/0/4**

An intensive exploration of the effects of culture on psychological life that works with recent ideas on the interrelationship of history, culture, and the the psychological. The course draws upon theory and research approaches derived from feminism, qualitative research paradigms, cultural studies, discursive analysis, psychoanalysis and critical theory.

**PSYC 6550 Lacanian Psychoanalysis 3/0/3**

An introduction to the clinical field of Lacanian Psychoanalysis involving understanding the theoretical background and clinical foundations of the approach to the subject of the unconscious found in the work of French psychoanalyst Jacques Lacan. Course covers the implications of his reading of Freud and psychoanalysis.

**PSYC 6584 Seminar in Phenomenological Psychology 3/0/3**

This seminar will provide either an in-depth focus on a particular phenomenological thinker (such as Husserl, etc.) or a theme of phenomenological study (such as perception, memory, imagination, etc).

**PSYC 6700 Advanced Experiential I 3/0/3**

Experiential activities aimed at developing a capacity for empathy. Examples: cross-cultural experience where the student can live in a significantly different culture or sub-culture to enter the phenomenological framework of this group; survival experiments; other ventures decided on by the professor and student.

**PSYC 6710 Advanced Experiential II 3/0/3**

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 experi-

ments: other ventures decided on by the professor and student.

**PSYC 6720 Advanced Experiential III**  
3/0/3

Experiential activities aimed at developing a capacity for empathy. Examples: cross-cultural activities, live-in experience where the student can live in a significantly different culture or sub-culture to enter the phenomenological framework of this group; survival experiments; other ventures decided on by the professor and students.

**PSYC 6750 Group Project I** 0/3/3

Discipline-related long term project, initiated, planned, and cooperatively carried out, culminating in tangible, original, professional level production, or recognized contribution to the field. Examples: educational film, new research avenues, book, journal, newsletter, new field applications.

**PSYC 6760 Group Project II** 0/3/3

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

**PSYC 6785 Advanced Horizon Seminar**  
4/0/4

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 and Body**  
3/0/3

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

**PSYC 6881 Independent Project** 0/3/3

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

**PSYC 6882 Directed Reading in Psychology**  
0/3/3

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** 0/3/3

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** 0/3/3

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 Social Sciences**  
3/0/3

Prerequisite: Graduate Student or Permission of Instructor

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

**PSYC 7020 Transpersonal Development**  
3/0/3

Prerequisite: 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** 3/0/3

Prerequisite: 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 personally and consulting style may have in an organizational environment.

**PSYC 7050 Consciousness Studies 3/0/3**

Prerequisite: 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 Human Development 4/0/4**

Study of human growth and development from birth through aging and death. The course focuses on areas of physical, cognitive, social, personality, and emotional development as a series of progressive changes resulting from the biological being interacting with the environment. It will study factors affecting these changes within historical, multicultural, and special needs contexts of development.

**PSYC 7132 Gestalt 3/0/3**

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

**PSYC 7133 Transactional Analysis 3/0/3**

An overview of transactional analysis with emphasis on application for personal and professional development. This course will cover the historical and theoretical development of transactional analysis as well as specific strategies for personal and professional development. Same as CEPD 7133.

**PSYC 7250 Foundations of Psychoanalysis 3/0/3**

Prerequisite: Graduate Student or Permission of Instructor

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

sis after Freud. The emphasis is on clinical practice and the relationship between psychoanalysis and psychology. Course will require clinical and/or research applications.

**PSYC 7430 Cross-Cultural Communication 3/0/3**

Prerequisite: 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. May be repeated for credit up to 12 hours.

**PSYC 7460 Advanced Organizational Development 3/0/3**

Prerequisite: 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 3/0/3**

Prerequisite: Graduate Student or Permission of Instructor

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

**PSYC 7500 Existential Psychology 3/0/3**

Prerequisite: 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 3/0/3**

Prerequisite: 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 3/0/3**

Prerequisite: 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 3/0/3**

Prerequisite: Graduate Student or Permission of Instructor

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

**PSYC 7810 Tutorial 4/0/4**

Prerequisite: 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 1/0/1**

Prerequisite: Graduate Student or Permission of Instructor

This course is offered over three consecutive weekends, 4.25 hours each weekend. Subject matter varies each semester. Variable Credit may be repeated up to twelve times.

**PSYC 7830 Invited Lectures 1/0/1**

Prerequisite: Graduate Student or Permission of Instructor

Invited lectures by a visiting professor. Subject matter varies each semester. Variable Credit may be repeated up to twelve times.

**PSYC 8000 Consciousness and Experience 4/0/4**

Prerequisite: Doctoral Student or Permission of Instructor

This study of current approaches to consciousness, especially in light of one's own inner life and with particular attention to the emergence of consciousness, its nature, development, differentiations, and potential deformations and to its role in grounding, shaping, constituting, and orientating human experience.

**PSYC 8001 Culture and Subjectivity 4/0/4**

Prerequisite: 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 4/0/4**

Prerequisite: 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, and Social Practice 4/0/4**

Prerequisite: 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 4/0/4**

Prerequisite: 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 4/0/4**

Prerequisite: Doctoral Student or Permission of Instructor

An examination of the practice and application of research methodologies such as quali-

tative, phenomenological, hermeneutic, ethnographic, and discourse analysis.

**PSYC 8006 Advanced Qualitative Research 4/0/4**

Prerequisite: 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 & faculty.

**PSYC 8260 Psychology, Epistemology, and Ethics 4/0/4**

Prerequisite: Doctoral Student or Permission of Instructor

Often attributed to religion and perforce, confounded by differing opinions, epistemology and ethics - the study of knowledge and values, of truth and goodness, respectively - are matters of the human mind. To elucidate the crisis in these two disciplines, the course provides a historical overview of them; and to offer realistic hope of address-

ing the crisis, the course focuses on Bernard J.F. Lonergan's analysis of intentional consciousness and its inherent norms for correct knowledge and responsible decision.

**PSYC 8270 Depth Psychology 4/0/4**

Prerequisite: Doctoral Student or Permission of Instructor

Topics in depth psychological theories of the unconscious.

**PSYC 8280 History 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 0/0/4**

Prerequisite: Doctoral Student or Permission of Instructor

Independent research in a particular topic, under the supervision of a professor.

**PSYC 8584 Advanced Seminars 0/0/4**

Prerequisite: Doctoral Student or Permission of Instructor

These seminars will offer advanced study in special topics; Child & Youth Care, Organizational Transformation, Community Build-

ing & Generativity, Disaster Mental Health, Cultural Diversity and Community.

**PSYC 8884 Psychology Proseminar 0/3/3**

**PSYC 8887 Advanced Practicum in Psychology 0/3/3**

**PSYC 9087 Teaching Practicum 0/0/4**

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

**PSYC 9187 Practica 0/0/4**

Prerequisite: Doctoral Student or Permission of Instructor

A focused immersion into a specific psychosocial intervention, in the course of which the student is to develop a systemic understanding of the issue(s) addressed, as well as a concept of what constitutes a change in consciousness awareness or systemic transformative intervention around those issues.

**PSYC 9887 Internship 4/0/4**

Internship is defined as intensive and independent fieldwork experience that occurs concurrently with dissertation research. It typically follows proposal defense and comprehensives. The internship should bear a clear and articulated relationship to student's interests and doctoral program aims and teachings. It is at least one semester long. Site, hours and supervisory contract will be negotiated by the student, the internship instructor and appropriate personnel site supervisors.

**PSYC 9999 Dissertation 0/0/9**

Prerequisite: Doctoral Student or Permission of Instructor  
Student enrolls in PSYC 9999 each semester after completing comprehensives and coursework. (Required)

## **P-1 2 Education (PTED)**

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

**PTED 6214 Techniques of Instructional Management and Discipline 3/0/3**

Exploration and examination of approaches of instructional management of learners, resources, and learning activity. Techniques for integrating various approaches to classroom discipline into instructional management will be developed.

**PTED 7240 Issues in Applied Linguistics and Second Language Acquisition 3/0/3**

This course is designed for students who do not have a background in linguistics but who desire an advanced introduction to the topic in order to enhance their professional activity, e.g., teaching English as a second language, teaching advanced courses in composition or grammar, or editing and writing about linguistic phenomena.

**PTED 7241 Teaching English as a Second Language: Methods and Materials 3/0/3**

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 3/0/3**

This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Topics will include the historical, philosophical, socio-cultural, and theoretical foundations of multicultural education; the importance of cross-cultural communication including relationships between nonverbal and verbal language systems; interpersonal skills for encouraging harmony between the dominant culture and culturally and linguistically diverse populations. Students will also examine, evaluate,



and develop curricular materials for culturally and linguistically diverse populations.

**PTED 7243 Strategies in Foreign Language Education (P-12) 3/0/3**

This course is designed to help teachers become familiar with trends and developments in teaching foreign languages, and to improve skills in instructional strategies, design, assessment for students P-12.

**PTED 7244 Multicultural Education 3/0/3**

This course is designed to inform and sensitize teachers to the critical need for equitable education for culturally and linguistically diverse student populations. Topics will include the historical, philosophical, socio-cultural, and theoretical foundations of multicultural education; the importance of effective cross cultural communication and interpersonal skills; and the attributes of culturally compatible curriculum.

**PTED 7246 Comparative Education 3/0/3**

This course is designed to compare the educational system of the United States with selected educational systems of the world.

**PTED 7271 Issues in Curriculum, P-12 3/0/3**

Significant factors which affect curriculum are studied. Attention is given to the integration and coordination of curriculum throughout the schools.

**PTED 7281 Independent Project 0/3/3**

Preparation of an independent project under the direction of a full-time college faculty member.

**PTED 7282 Directed Readings in Education 0/3/3**

Concentrated readings and review of research studies and literature relative to areas of significance to P-12 education.

**PTED 7287 Practicum 0/3/3**

Practical experience with students, parents, teachers, and other school personnel in a public school setting under the supervision of a college staff member. May be repeated for credit.

**PTED 7294 Educational Workshop 3/0/3**

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

**PTED 7295 Educational Workshop 3/0/3**

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

**PTED 7296 Educational Workshop 3/0/3**

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.

**Reading Courses (READ)**

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

**READ 6262 Methods and Materials in the Teaching of Reading 3/0/3**

An introduction to the skills, approaches, materials, and methods of reading instruction.

**READ 6285 Special Topics 3/0/3**

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

**READ 7201 Applied Reading 3/0/3**

Helps teachers integrate and apply reading skills in the classroom while they increase competency as literacy teachers in their content areas. Credit hours each semester will vary.

**READ 7261 Content Reading 3/0/3**

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 3/0/3**

Seminar in the areas of current and historical issues confronting the reading professional.

**READ 7263 Diagnosis and Correction of Reading Problems 3/0/3**

Introduction to formal and informal instruments for the evaluation of reading problems in classroom and clinical situations for children from diverse cultures.

**READ 7264 Clinical Practice in Reading 0/6/3**

Supervised clinical experience in the diagnosis and treatment of reading disabilities.

**READ 7265 Literature Based Reading 3/0/3**

An examination of the theoretical, research, and historical foundations of literature-based reading with particular emphasis on the process of implementing literature-based reading in the classroom.

**READ 7269 Supervision in Reading 3/0/3**

Prerequisite: Consent of department chair  
A study of the philosophies, responsibilities and techniques of supervision in reading programming. A field based placement is required.

**READ 7271 Reading Theory, Development, and Practices 3/0/3**

This course addresses the teaching of reading (P-12), including an introduction to skills, theories, approaches, materials, methods, and development of diverse learners. Significant literature will be reviewed from a current and historical perspective.

**READ 7281 Independent Study 0/3/3**

Preparation of an independent project under the direction of a full-time faculty member.

**READ 7285 Special Topics 3/0/3**

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

**RELE 5701 Real Estate Practices 3/0/3**

The basics of the real estate business, including ownership, brokerage, appraising, investment, financing, property management, and development.

**RELE 5705 Real Estate Investment 3/0/3**

Prerequisites: 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 3/0/3**

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 Real Estate 0/3/3**

Prerequisite: RELE 3705

In-depth supervised individual study of one or more current real estate problems of business organization.

**RELE 5785 Special Topics in Real Estate 3/0/3**

The study of selected contemporary marketing topics of interest to faculty and students.

**RELE 5786 Real Estate Internship 3/0/3**

Prerequisite: RELE 3705

Practical real estate related experience with a previously approved business firm for selected junior or senior students.

**Real Estate (RELE)**

*(All course carry three hours credit.)*

## Secondary Education Courses (SEED)

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

### **SEED 7251 Teaching Geometry in the Secondary School 3/0/3**

Treats pedagogical methods and content of geometric concepts underlying mathematics programs.

### **SEED 7252 Environmental Education for Teachers 3/0/3**

As issue based course dealing with the problems and principles related to the conservation of the environment and global sustainability.

### **SEED 7261 Advanced Instructional Strategies for English Education 3/0/3**

Designed for investigation and assessment of and research in the teaching of English with implications for strategies and curricular needs at the secondary level.

### **SEED 7262 Advanced Instructional Strategies for Social Studies Education 3/0/3**

Designed for investigation and assessment of and research in the teaching of social studies with implications for strategies and curriculum needs at the secondary level.

### **SEED 7263 Advanced Instructional Strategies for Science Education 3/0/3**

This course is designed for the in service teacher of science to extend their theoretical base and provide experience in the teaching of secondary science. Students investigate and assess current trends and research in the teaching of science with implications for strategies and curricular needs at the secondary/post secondary level.

### **SEED 7264 Advanced Instructional Strategies for Mathematics Education 3/0/3**

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 3/0/3**

In addition to an overview of the history of secondary curriculum programs, significant factors which affect school curriculum are studied. Attention is given to the integration and coordination of curriculum components throughout the secondary school program.

### **SEED 7281 Independent Project 0/3/3**

Preparation of an independent project under the direction of a full-time college faculty member.

### **SEED 8260 Trends and Issues in Secondary Education 3/0/3**

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 8284 Research Seminar (Content Field) 3/0/3**

Prerequisite: EDRS 6301 or EDRS 6302  
The student reviews and evaluates literature in the field, prepares a proposal for a research project to include a review of the related literature.

### **SEED 8297 Professional Issues Seminar 3/0/3**

Designed as a culminating experience for the Education Specialist degree, this course focuses on the discussion of significant issues and problems facing education today. Topics will vary from semester to semester.

## Speech-Language Pathology (SLPA)

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

### **SLPA 6701 Stuttering: Theory and Research 3/0/3**

Prerequisite: Admission to Teacher Education program; Advisor permission  
A study of etiology, diagnosis, treatment and prevention of fluency disorders in children and adults. This course is designed to cover causal factors of fluency disorders in children and adults, and cover assessment,

treatment and prevention procedures appropriate for children and adults.

**SLPA 6702 Voice and Resonance Disorders 3/0/3**

Prerequisite: Admission to Teacher Education program; 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 3/0/3**

Prerequisite: Admission to Teacher Education program; 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 3/0/3**

Prerequisite: Admission to Teacher Education program; 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 3/0/3**

Prerequisite: Admission to Teacher Education program; 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 6706 Audiological Assessment 3/0/3**

This course is designed to give the student expertise in the use of audiometric equipment, interpretation of data, and the planning of therapy based on audiometric data. This course is designed to provide graduate students with a focus on contemporary trends and recent advances in diagnostic audiology, amplification, and aural rehabilitation.

**SLPA 6707 Aural Habilitation and Rehabilitation 3/0/3**

Prerequisite: Admission to Teacher Education program; Advisor permission

This course covers the communicative and educational management of children and adults with hearing loss. Areas of specific focus include the impact of hearing loss on development, intervention models, amplification, auditory training, visual/manual communication, deaf education, and central auditory processing disorders.

**SLPA 6708 Advanced Articulation and Phonological Disorders 3/0/3**

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 6709 Practical Phonetics 3/0/3**

Introduction to applied phonetic analysis and transcription. Applications to the problems of speech improvement, speech disorders, and standard phonological, reading disorders and nonstandard English. This course is designed for public school teachers and reading instructors.

**SLPA 6740 Motor Speech Disorders 3/0/3**

Prerequisite: Admission to Teacher Education program; Advisor permission

This course studies motor speech dysfunction in children and adults. Emphasis is on etiologies, characteristics, prevention, assessment/ differential diagnosis, and intervention approaches to management and habilitation/rehabilitation.

**SLPA 6741 Evaluation and Treatment of Dysphagia 3/0/3**

Prerequisite: Admission to Teacher Education program; Advisor permission

This course studies swallowing disorders in pediatric and adult populations. Emphasis is on etiologies, characteristics, prevention, assessment/differential diagnosis, cultural factors, and intervention approaches to management and habilitation/rehabilitation. Interdisciplinary approaches to the assessment and treatment of swallowing disorders are discussed.

**SLPA 6760 Auditory Disorders 3/0/3**

Prerequisite: Admission to Teacher Education program Advisor permission.

This course is a study of the auditory disorders in children and adults. Areas covered include characteristics, assessment, etiology, and treatment of disorders of the external ear, middle ear, inner ear, and central auditory nervous system.

**SLPA 6761 Methods of Clinical Management 3/0/3**

Prerequisite: Admission to Teacher Education program; Advisor permission.

Introduction to speech/language clinical practice emphasizing professional conduct, therapy techniques and procedures, equipment, and scheduling.

**SLPA 6779 Current Trends and Issues in Speech-Language Pathology 3/0/3**

Prerequisite: Admission to Teacher Education program; 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 online. 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 3/0/3**

Prerequisite: Admission to Teacher Education program; 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 3/0/3**

Prerequisite: Admission to Teacher Education program; Advisor permission

Title and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

**SLPA 6790 Advanced Clinical Practicum: Speech-Language Pathology I 1/0/1**

Prerequisites: Admission to Teacher Education program; 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 1/0/1**

Prerequisite: Admission to Teacher Education program; Advisor permission; SLPA 6790; SLPA 6761

This course provides continued direct clinical experience a graduate clinician practices under the supervision of CCC-SLP/A clinicians with individuals exhibiting a diverse range of moderate communication disorders; assignments of clients will be dependent upon student's prior success in SLPA 6790, and upon prior academic, and clinical experiences and verified by the clinical director. This experience is accumulated in a variety of on-and off-site clinical settings. The acquisition and management of information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 4-5 clients with moderate impairments seen in group and individual settings twice weekly.

**SLPA 6792 Advanced Clinical Practicum: Speech-Language Pathology III 1/0/1**

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, and upon prior academic, and clinical experiences and verified by the clinical director. This experience is accumulated in a variety of on-and off-site clinical settings. The acquisition and management of information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 7-8 clients with moderate-severe disorders in group and individual settings 2-3 times weekly.

**SLPA 6793 Advanced Clinical Practicum: Speech-Language Pathology IV 1/0/1**

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, and upon prior academic, and clinical experiences and verified by the clinical director. Students in this clinic are likely to serve adults with neurogenic communication disorders as well as the severely-profoundly communication impaired child/adolescent. This experience is accumulated in a variety of on- and off-site clinical settings. The acquisition and management of information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 7-8 clients with severe-profound communication disorders in group and individual settings 2-3 times weekly.

**SLPA 6794 Medical Externship in Speech-Language Pathology 1/0/9**

Prerequisite: SLPA 6761 and SLPA 6790 and SLPA 6791 and SLPA 6792 and SLPA 6793

This course provides supervised clinical experience in speech/language therapy for the speech pathology student and satisfies medical/clinical extended placement requirements. Speech-language assessment, intervention, and case management are emphasized. Students will attend a weekly seminar designed to augment concurrent classroom experiences.

**SLPA 6796 School Internship: Speech-Language Pathology 0/0/9**

Prerequisite: Admission to Teacher Education program, Advisor permission and SLPA 6761 and SLPA 6790 and SLPA 6791 and SLPA 6792 and SLPA 6793

This course provides supervised clinical experience in speech/language therapy for the speech 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. Advisor permission required.

**SLPA 7720 Language Disorders and Literacy 3/0/3**

Prerequisite: Admission to Teacher Education program; Advisor permission  
Advisor permission. A study of etiology, characteristics, assessment, diagnosis, intervention, and prevention of speech and language disorders in children, including those children with multicultural backgrounds and special needs. This course is designed to focus on characteristics of growth, norm-reference and criterion-referenced measures, and assessment and intervention procedures and strategies related to reading and literacy development.

**Sociology Courses (SOCI)**

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

**SOCI 5000 Research Methodology 3/0/3**

Prerequisite: Graduate-level standing or consent of Instructor  
An introduction to the logic and the procedures of quantitative and qualitative research methods. Focuses on research design, use of computer and statistical packages, data interpretation, the relation of research and theory, and the writing of scientific research reports.

**SOCI 5003 Statistics for Social Sciences 3/0/3**

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 3/0/3**

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 emphasis current perspectives and developments.

**SOCI 5103 Women and Work 3/0/3**

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 student skills and strategies for dealing with issues related to women and work. Same as MGNT 5626.

**SOCI 5132 Human Life Cycle and Cross-Cultures 3/0/3**

A cross-cultural study of the social and cultural meanings of human experience through such phases as birth and death; adolescence; adulthood; and old age.

**SOCI 5153 Women and Aging 3/0/3**

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 3/0/3**

Prerequisite: Graduate-level standing or consent of Instructor  
This course is a study of intergenerational family life. Will examine ways in which gender, social class, and race/ethnicity shape our experiences of family life. Topics include grand parenting, intergenerational relations, family care giving 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 3/0/3**

Prerequisite: SOCI 1101 and/or Graduate-level standing or consent of Instructor  
This course will concentrate upon the theories and analyze the research that is of current interest to scholars in the the research that is of interest to scholars who focus upon the lives of American women.

**SOCI 5204 Women In American Society 3/0/3**

This course will concentrate upon the theories and analyze the research that is of current interest to scholars who study women's statuses and roles in the U.S.

**SOCI 5300 Housing and Homelessness 3/0/3**

Prerequisite: SOCI 1101  
Sociological examination of the places in which we live, how we are housed, and what it is like to live without a place to call home. The focus is housing development in the United States throughout the twentieth century with special attention to its association with economic, gender, race, and family relations, along with public policy. Consideration is given to problems and controversies surrounding 'the American dream': segregation, overcrowding, affordability, urbanization/suburbanization, accessibility, and alternative housing. Special attention will be given to the problem of homelessness.

**SOCI 5323 Cultural and Racial Minorities 3/0/3**

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; ideologies and programs to assist or resist change. African American experiences are emphasized and contrasted with those of other racial/ethnic groups.

**SOCI 5373 Visual Sociology 3/0/3**

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

**SOCI 5441 Sociology of Mental Health and Illness 3/0/3**

This course is designed to encourage critical sociological analysis of the conceptualization and subsequent treatment of mental illness.

**SOCI 5445 Sociology of Childhood 3/0/3**

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

**SOCI 5503 Individual and Society 3/0/3**

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.



**SOCI 5513 Comparative Social Psychology 3/0/3**

Learn theories and research methods in cross-cultural studies. Investigate universalities and specificities in human interaction and psychological process across social-cultural boundaries.

**SOCI 5543 Deviant and Alternative Behavior 3/0/3**

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 3/0/3**

Prerequisite: Graduate-level standing or consent of Instructor

Examines the ways in which feelings and emotions are socially and culturally produced, defined, and learned, the ways they are embedded in and emblematic of society, and the consequences of the social construction of emotions for self identity, gender, race and ethnicity, aging, health and illness, inequality, power, work, deviance, ethics, law, etc

**SOCI 5734 Social Work Skills 3/0/3**

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 case-work and social group work. A major part of class time will be devoted to practicing skills in group and individual exercises. Graduate students will be expected to assume leadership roles.

**SOCI 5803 Environmental Sociology 3/0/3**

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 a critical examination

and comparison of various sociological viewpoints themselves. Considers global problems and everyday situations with a focus on modernity as risk society.

**SOCI 5913 Sociology of Everyday Life 3/0/3**

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, etc.

**SOCI 5981 Directed Readings 3/0/3**

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 3/0/3**

Prerequisite: Graduate-level standing or consent of Instructor

Social research examines the process of sociological research, with a specific focus upon designing and conducting quantitative research and writing empirical research reports. Students will learn how to evaluate quantitative research published in academic journals, and spend some time discussing the procedural stages for completing a thesis or a position paper.

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

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 3/0/3**

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 3/0/3**

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

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

Prerequisite: Graduate-level 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-level 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 6250 The Color of Justice 3/0/3**

Using a critical approach, the purpose of this course is to study the relationship between race, ethnicity, and crime.

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

Prerequisite: Graduate-level 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 a community action that can reduce/prevent juvenile crime.

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

Prerequisite: Graduate-level 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-level 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-level 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 the 'justice system' on people and their cities. Students

will be asked to analyze these effects from the perspective of what is 'just' or 'unjust' - and what we can do about it.

**SOCI 6286 Internship 3/0/3**

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 3/0/3**

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 3/0/3**

Prerequisite: Graduate-level 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 an 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 3/0/3**

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 3/0/3**

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 3/0/3**

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 3/0/3**

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 3/0/3**

Prerequisite: Graduate-level standing or consent of Instructor  
Examination of institutional ethnography, a way of exploring the particular and generalized social relations that shape people's everyday experiences.

**SOCI 6700 Social Movements, Protest and Change 3/0/3**

Prerequisite: Graduate-level standing or consent of Instructor  
The history of social change from the classical perspective to contemporary theories. Collective behavior and social movement theory will be explored. Attention will be given to who participates in movements, movement strategies and tactics, and movement outcomes. Several movements from American History will be explored including the civil rights movement, the women's movement, the worker's movement, the gay

and lesbian movement, and the environmental movement.

**SOCI 6782 Comprehensive Exam**

**Preparation 0/0/6**

Directed study of sociological readings leading to the comprehensive exam. Students should enroll in this course the same semester that the comprehensive exam will be taken.

**SOCI 6803 Seminar in Social Psychology 3/0/3**

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 6882 Thesis Preparation 0/0/3**

Directed individual guidance in the steps leading to the completion of a thesis research proposal and the beginning of thesis research. Areas covered may include selection of a topic, literature review, formation of research questions, selecting research methods, protection of human subjects.

**SOCI 6982 Directed Study 0/3/3**

**SOCI 6983 Continuing Research 0/1/1**

Must be taken by those who are finishing course work to remove an incomplete while not enrolled for other courses or those who are not enrolled for thesis hours but are completing thesis or position paper.

**SOCI 6999 Thesis 3/0/3**

Prerequisite: Completion of course work  
Thesis. May be repeated for credit.

## Spanish (SPAN)

*(All courses carry three hours credit.)*

**SPAN 5501 Foreign Language Teaching Elementary Schools 3/0/3**

This course is designed for students seeking a degree in Foreign Language Education. The objective is to prepare qualified foreign language teachers for elementary school. This course treats the principles of foreign language methodology applied to elementary

school teaching, and includes class observations, planning of instruction, and field experience.

**SPAN 6003 Latin-American Novel 3/0/3**

Prerequisite: Consent of Instructor

This course is a broad survey of the novel in Latin America. Course examines issues of hybridity and transculture and how they have impacted the writing and reception of Latin American literary works. Aspects of Race, Gender, and class as well as literary style will be covered in textual analysis.

**SPAN 6004 Hispanic Drama 3/0/3**

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, Solorzano, Carballido, Gorostiza, and others. These will be considered in their historical and contemporary contexts.

**SPAN 6006 Latin-American Poetry 3/0/3**

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 Post-modernism. Analysis of representative works by Mistral, Vallejo, Borges Rulfo, Cortazar, Garcia Marquez, Ferre, Valenzuela, Bombal, and others.

**SPAN 6007 Latin-American Short Story 3/0/3**

Prerequisite: Consent of Instructor

This course is a broad survey of the short story in Latin America. Students will read stories from the nineteenth and twentieth centuries from a variety of authors and students will examine the specific nature of the short story in relation to the novel by reading authors who exclusively write short stories as well as examples from well-known novelists.

**SPAN 6012 Spanish Culture and Civilization 3/0/3**

Prerequisite: Consent of Instructor

A study of ancient and modern history, culture, and contemporary lifestyle in Spain.

Readings and discussion are on the cultural contributions of Spain to Western civilization.

**SPAN 6013 Latin American Culture and Civilization 3/0/3**

Prerequisite: Consent of Instructor

This class will be composed of a study of ancient and modern history, culture, and contemporary lifestyle in Latin America and the Hispanic Caribbean. It will focus on readings, films, and discussions on the cultural contributions of Latin America and the Caribbean to Western Civilization. This class will be taught exclusively in Spanish.

**SPAN 6040 Spanish Linguistics 3/0/3**

Prerequisite: Consent of Instructor

This course is an introduction to Spanish Linguistics and it builds on the student's existing knowledge of Spanish. The course begins by identifying the speech organs and the points of articulation and then studies phonetics, phonemics, morphology, syntax, and semantics.

**SPAN 6170 Advanced Language Skills 3/0/3**

Prerequisite: Consent of Instructor

A comprehensive course designed to promote proficiency in speaking, listening, reading, and writing.

**SPAN 6200 Hispanic Film and Literature 3/0/3**

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 3/0/3**

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 Literature, Latin American Women in

Cultural Contexts, etc. May be taken more than once with different topics.

**SPAN 6210 Modern Spanish Novel 3/0/3**

Prerequisite: Consent of Instructor

A study of the nineteenth and twentieth century novels, including Valera, Galdos, Unamuno, Valle-Inclan, Cela, Laforet, Matute, Delibes, Cunqueiro, Rojas, and the most recent postmodern authors: Rosa Montero, Munoz Molina, Lourdes Ortiz, Soledad Puertolas, Marina Mayoral.

**SPAN 6240 Spanish Short Story 3/0/3**

A study of the short story in Spain from its beginnings to the contemporary period with readings from writers such as Don Juan Manuel, Cervantes, Larra, Becquer, Pardo Bazan, Unamuno, Valle Inclan, Laforet, Cela, Martin Gaité, and Diaz Mas.

**SPAN 6250 Translation 3/0/3**

Spanish Translation is an introductory course. This course is designed to help students increase their vocabulary in Spanish and to learn and review grammatical sentences and their components.

**SPAN 6260 Modern Spanish Poetry 3/0/3**

**SPAN 6280 The Spanish Golden Age 3/0/3**

Prerequisite: Consent of Instructor

Study of the poetry, prose, and drama of the Golden Age (16th and 17th Centuries) in Spain, including works by Fray Luis, Garcilaso, Gongora, Quevedo, Cervantes, Lope de Vega y Calderon de la Barca.

**SPAN 6785 Special Topics in Spanish 3/0/3**

Prerequisite: Consent of Instructor

Readings, reports, and/or direct study abroad.

## Special Education Courses (SPED)

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

### **SPED 6706 Special Education in the Regular Classroom 2/2/3**

Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Designed for non-special education majors.

### **SPED 6709 Regulations and Requirements in Special Education 3/0/3**

An examination of laws and official policies influencing practice in special education, particularly those applicable to service providers. Includes coverage of federal and Georgia rules, as well as recommendations, policies, and practices related to IEPs.

### **SPED 6713 Characteristics of the Gifted 2/1/3**

Prerequisite: Holding a teaching certificate  
An overview of the characteristics of gifted and talented individuals. Definitions of intelligence and creativity are studied. The guidelines for identifying gifted children in Georgia are addressed. Field experience required.

### **SPED 6714 Characteristics of Learners: Interrelated Classrooms 3/0/3**

This course covers the characteristics and etiology of students identified as having emotional/behavioral disorders (EBD), specific learning disabilities (SLD), and mild mental retardation (MMR). Types of treatment and educational programs which can be provided within school and other settings, are included.

### **SPED 6715 Educational Characteristics of Learners: Mild Disabilities 3/0/3**

Prerequisite: SPED 6706 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 3/0/3**

Prerequisites: SPED 6706 and SPED 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 3/0/3**

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 3/0/3**

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 2/2/3**

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 3/0/3**

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 3/0/3**

Prerequisite: SPED 6714

A study and application of curriculum, methods, classroom organization and management for students identified as having emotional behavioral disorders (EBD), specific learning disabilities (SLD), and mild mental retardation (MMR) in elementary programs.

**SPED 6765 Curriculum and Methods: Secondary 3/0/3**

Prerequisite: SPED 6714

A study and application of curriculum, methods, classroom organization and management for students identified as having emotional behavioral disorders (EBD), specific learning disabilities (SLD), and mild mental retardation (MMR) in middle grades and secondary programs.

**SPED 6766 Instructional Strategies for Mild Disabilities 3/0/3**

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 3/0/3**

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 school. There is a strong focus on respecting the roles various persons play, whether it is professional, family member or student, and how these roles support each other in the process of designing effective programs for students, particularly those with disabilities. Much of the discussion will center on inclusive settings.

**SPED 6771 Curriculum and Instructional Strategies: Severe Disabilities 3/0/3**

Prerequisite: SPED 6716 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 3/0/3**

Prerequisites: SPED 6716 and 6771 or equivalent

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 3/0/3**

Prerequisite: EDRS 6301 or EDRS 6302  
Current problems and research in the field of special education.

**SPED 6785 Special Topics in Special Education 3/0/3****SPED 6791 Practicum: Interrelated 0/6/3**

PrerequisiteS: 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 (s)he has met all disabilities/level areas. The course may be repeated for up to 6 hours. Application for field experience required in advance.

**SPED 6792 Practicum I: Special Education 0/6/3**

Prerequisites: 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 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 appropriate setting in which students identified as having disabilities appropriate to the specific program (in Special Education-General Education-Adapted Curriculum) are being served. Includes meetings and outside readings/assignments as well as in-program activ-

ities. Course is designed to be taken toward the end of the student's program.

**SPED 7701 Program Planning and Evaluation 3/0/3**

This course is designed to assist the educator in developing and maintaining an appropriate service delivery model for exceptional students. Strategies used to assess program effectiveness are discussed.

**SPED 7702 Technology in Special Education 3/0/3**

Prerequisites: SPED 6706 and MEDT 6401 or equivalents

An examination of instructional and assistive technology designed to enhance service delivery to students with disabilities, with an emphasis on students participating in general education content. Use of technology for support of service delivery (e.g. data management and IEP software) also will be addressed.

**SPED 7704 Administration of Special Education Programs 3/0/3**

Federal, state, and local organizational and administrative provisions for exceptional children; screening, identification, placement and ancillary services within educational settings. Teacher training and evaluation patterns. Field experience required.

**SPED 7705 Urban and Multicultural Issues in Special Education 3/0/3**

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 3/0/3**

Prerequisites: 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 iden-



tified as having emotional/behavioral disorders (EBD), specific learning disabilities (SLD), and mild mental retardation (MMR).

**SPED 7722 Collaboration: Families, Professionals and Students 3/0/3**

This course assists in preparing educators to enter educational settings ready to operate within the new paradigm of collaboration rather than that of an isolated professional. There is a strong focus on respecting the roles various persons play, whether it be professional, family member, or student, and how these roles support each other in the process of designing effective programs for students, particularly those with disabilities. Much of the discussion will center around inclusive settings.

**SPED 7723 Psychoneurology of Learning 3/0/3**

Prerequisite: SPED 6714

The course focuses on the psychoneurological issues that impact many students in our classrooms today around the areas of sensory integration, language and perceptual motor development, and various medical issues. Additionally, students will explore differentiated instruction as a means of providing effective educational programs for students with disabilities.

**SPED 7724 Collaboration and Inclusion: Severe Disabilities 3/0/3**

Prerequisite: SPED 6716 and 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 3/0/3**

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 3/0/3**

Prerequisite: SPED 6716 and 6761 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 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 3/0/3**

Prerequisite: SPED 6716 or equivalent

This class addresses two important aspects related to instruction of pupils with significant cognitive disabilities. The communication component of this class includes basics on typical speech and language development, deviations in children with disabilities and intervention strategies, materials and resources to encourage communications 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 7729 Special Education Law 3/0/3**

This course provides public school administrators and teachers the opportunity to ex-

amine the statutory and case law requirements of educating special populations.

**SPED 7760 Curriculum and Methods for Exceptional Children with Mild Mental Retardation 2/2/3**

Study and application of curriculum, methods, and classroom/program planning, organization and management for students identified as having mild mental retardation. Field experience required.

**SPED 7765 Learning Strategies and Content Enhancement 3/0/3**

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 3/0/3**

Prerequisite: SPED 6706, 6715 or 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 high achievement in these areas. Teachers also became knowledgeable in evaluating and modifying commercially developed programs to ensure the guidelines of validated research based practices have been met.

**SPED 7767 Strategies for Challenging Behaviors 3/0/3**

Prerequisites: 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 0/3/3**

Preparation of an independent project under the direction of the major professor.

**SPED 7782 Directed Readings in Special Education 0/3/3**

Concentrated readings and review of research studies and literature relative to areas of significance in education.

**SPED 7785 Special Studies in Special Education 0/0/3**

Title and description of specific courses to be inserted at time of offering. May be repeated for credit. Variable credit 1-3 hours

**SPED 7786 Supervision of Special Education 0/3/3**

Prerequisite: EDLE 6320

A study of and practical experience in supervising special education teaching and programming under the direction of departmental faculty.

**SPED 8701 Individual Appraisal of Exceptional Children 3/0/3**

Prerequisite: SPED 3702 or CEPD 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 3/0/3**

In-depth study of new issues in special education, their implementation, and evaluation.

**SPED 8771 Curriculum Design and Implementation 3/0/3**

An in depth examination of curriculum development and implementation will be conducted. Students will examine research pertinent to the types of individuals they serve and design and modify educational programs based upon recent research findings and best practice literature.

**SPED 8783 Research Project 0/3/3**

Prerequisite: EDRS 6301 or EDRS 6302 or equivalent

The design and implementation of a research project in special education.

**SPED 8784 Research Seminar 3/0/3**

A study of special education research design, reference sources, computer service, and the compilation of a review of literature on a specific topic.

## **Sport Management (SPMG)**

**SPMG 6001 Social Issues in Sport 3/0/3**

Prerequisite: Admission to Graduate School

This course examines historical and contemporary issues in sport. The course focuses on the context in which sport administrators will function and the place that sport holds in society and as a social phenomenon. The course leads students to critically examine their own socialization to sport and develop their own perspective for effectively conducting the business of sport.

**SPMG 6102 Revenue Generation in Sport 3/0/3**

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

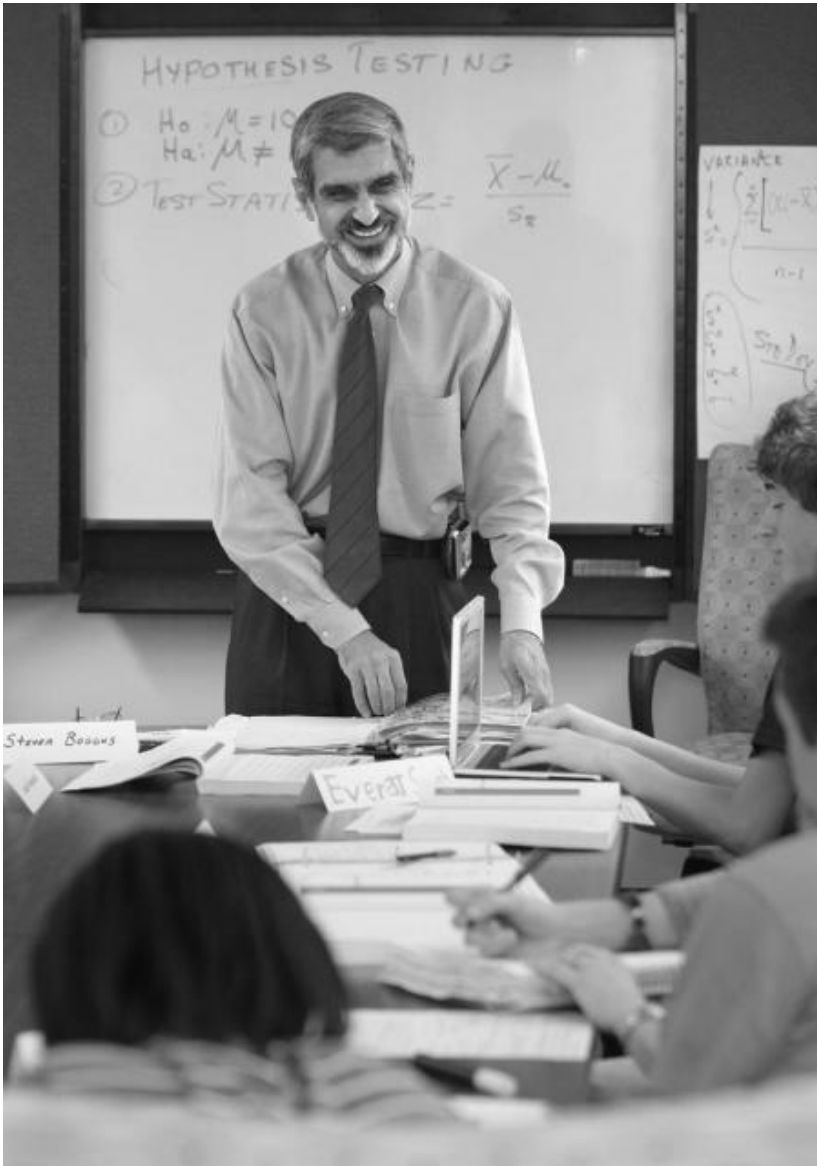
This course examines legal issues associated with the operation of sport properties. Some of the topics to be covered include tort liability, labor relations, contracts, agency law, discrimination, and intellectual property law. In addition, students will explore the organizational structure of the American 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 with a minimum grade of 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.



# GRADUATE FACULTY 2010-2011

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- AANSTOOS, CHRISTOPHER MICHAEL, B.A. (Michigan State University), M.A., Ph.D. (Duquesne University), *Professor of Psychology*
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<http://www.westga.edu/~bbrickma/Film/index.html>

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**School of Nursing**

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**Student Development Center**

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**Student Financial Services**

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**Student Information Services**

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**Theatre**

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**University Bookstore**

<http://www.bookstore.westga.edu>

**University of West Georgia "Bread and Butter" Goals**

<http://www.westga.edu/~spc/phase3/BB.html>

**University of West Georgia Visionary Goals: The "Three Fives"**

<http://www.westga.edu/~spc/phase3/3x5.html>

**UWG Catalogues, Handbooks & Policies**

<http://www.westga.edu/policies/>

**West Georgia Wolves (Sports)**

<http://www.uwgsports.com>

**West Georgian Newspaper**

<http://www.thewestgeorgian.com/>

**Writing Center**

<http://www.westga.edu/~writing/>



# VISION AND MISSION STATEMENTS FOR UNIVERSITY SYSTEM OF GEORGIA

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"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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*\*Individuals, organizations, or business firms desiring to contribute funds for scholarships and other purposes are invited to contact the University of West Georgia Foundation, Inc. Telephone 678-839-6582.*

## Visitors Welcome

The University welcomes visitors to the campus. All administrative offices are open Monday through Friday from 8:00 a.m. to 5:00 p.m. 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.

All emergencies (fire, medical, crimes in progress) should also be reported to Public Safety at 678-839-6000. The Department will respond to all calls for assistance and coordinate the response of other emergency personnel as needed.

**Telephone - Area 678-839-5000**

**Zip Code 30118**

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Carrollton, Georgia 30118  
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