Graduate Catalog 2026-2027

UNIVERSITY

OF

WEST GEORGIA

The University System of Georgia

www.westga.edu

Graduate Issue 2026 - 2027

Student Responsibility

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and the University of West Georgia. While every effort will be made to ensure accuracy of the material stated herein, the University of West Georgia 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.

University of West Georgia students are provided a UWG email account (e.g., jdoe1@my.westga.edu). The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student email account is to provide an effective means of communicating important university-related information to UWG students in a timely manner. It is the student's responsibility to check their email.

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

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

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

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

In the event that an administrative hearing officer or a court of record determines that "publications" issued by the University create a contractual or quasi-contractual relationship with any person, the amount of damages recoverable by the parties shall be limited to the amount of consideration paid by the person for the privilege of admission, enrollment, continued enrollment, or other service rendered by the 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 university in furtherance of its educational mission.

Compliance

The University of West Georgia is in compliance with Title VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; Title II of the Americans with Disabilities Act of 1990; and other applicable laws and does not discriminate on the basis of race, color, national origin, creed, religion, sex, age, or disability.

Inquiries concerning compliance should be addressed to the Affirmative Action Officer, Human Resources, or call 678-839-6403.

Privacy of Information Act

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

How to Find Information Related to Academic Programs and Courses

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

Colleges & Schools

Programs of Study organizes information on programs within each of the eight major academic divisions of the University: the College of Education; the College of Humanities, Arts, and Social Sciences; the James 'Earl' Perry College of Mathematics, Computing, and Sciences, the Graduate School; the Richards College of Business; the School of Communication, Film, and Media; the Tanner Health School of Nursing; and University College. Information relevant to each college or school, the dean, the web address, general information, and specific requirements and options for the college or school, are included in an introductory section.

Departments

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

Programs

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

Courses

A complete list of courses can be located in the Course Descriptions.

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Academic Calendar

UNIVERSITY OF WEST GEORGIA

2026-2027

Calendar

FALL SEMESTER, 2026	
August 12	Classes begin
September 5	No Saturday classes
September 7	Labor Day Holiday (no classes, offices closed)
October 8-9	Fall Break (no classes, offices closed)
October 10	No Saturday classes
November 23-27	Thanksgiving break (no classes, offices closed Nov 28th-29th)
November 28	No Saturday classes
December 4	Fall classes end
December 5-11	Final exams
December 11	Fall Graduation - Friday Commencement Ceremony (time and details TBA)
December 12	Fall Graduation - Saturday Commencement Ceremony (time and details TBA)
December 14	Grades due by 12:00 (noon)

SPRING SEMESTER, 2027	
January 9	Classes begin
January 16	No Saturday classes

January 18	Martin Luther King Holiday (no classes, offices closed)
March 13	No Saturday classes
March 15-19	Spring break (no classes, offices open)
March 20	No Saturday classes
May 3	Spring classes end
May 5-11	Final exams
May 14	Spring Graduation - Friday Commencement Ceremony (time and details to be announced)
May 15	Spring Graduation - Saturday Commencement Ceremony (time and details to be announced)
May 17	Grades due by 12:00 (noon)

SUMMER SEMESTER, 2027	
SESSION I (11 days)	
May 14	Session I classes begin
May 14	Drop/Add ends at 11:59pm
May 28	Session I classes end
May 31	Memorial Day Holiday (no classes, offices closed)
June 1	Final Exams
July 26	Grades due by 12:00 (noon)
SESSION II (31 days)	
June 1	Session II classes begin
June 1-2	Drop/Add ends at 11:59pm
June 18	Juneteenth Holiday (no classes, offices closed)
July 5	Independence Day Holiday (no classes, offices closed)

July 15	Session II classes end
July 16-19	Final exams
July 26	Grades due by 12:00 (noon)
SESSION III (17 days)	
June 1	Session III classes begin
June 1	Drop/Add ends at 11:59pm
June 18	Juneteenth Holiday (no classes, offices closed)
June 24	Session III classes end
June 25	Final exams
July 26	Grades due by 12:00 (noon)
SESSION IV (17 days)	
June 29	Session IV classes begin
June 29	Drop/Add ends at 11:59pm
July 5	Independence Day Holiday (no classes, offices closed)
July 22	Session IV classes end
July 23	Final exams
July 26	Grades due by 12:00 (noon)

Calendar subject to change

The University System of Georgia

The University System of Georgia's Board of Regents was created in 1931 as a part of a reorganization of Georgia's state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. The governor appoints members to the Board who each serve seven years. Today the Board of Regents is composed of 19 members, five of whom are appointed from the state-at-large and one from each of the 14 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System. The Board oversees 26 colleges and universities that comprise the University System of Georgia and has oversight of the Georgia Archives and the Georgia Public Library System.

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

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

- Strategic Plan 2024: www.usg.edu/strategic_plan/
- Profiles of the members of the Board: www.usg.edu/regents/members
- Profiles of the 26 USG institutions: www.usg.edu/institutions

Vision and Mission Statements for the University System of Georgia

"The University System of Georgia will create a more educated Georgia, well prepared for a global, technological society, by providing first-rate undergraduate and graduate education, leading-edge research, and committed public service."

The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, master's, 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.

Graduate Programs Committee

The Graduate Programs Committee is a committee of the Faculty Senate. Its purpose is to recommend processes and procedures concerning graduate programs, curriculum, admissions, transfers, admission to candidacy eligibility for graduation, petitions and appeals, and to approve all additions and deletions of graduate courses and programs and reorientations of existing programs. Membership includes five senators; seven faculty, one elected from each of the following academic units: the College of Education; the College of Humanities, Arts, and Social Sciences; the College of Mathematics, Computing, and Sciences; the Richards College of Business; University College; the School of Communication, Film, and Media; the Tanner Health System School of Nursing; and the Library; two administrators: the Dean of the Graduate School and one appointed by the Provost; and one student, appointed by the Dean of the Graduate School.

Student Affairs

http://www.westga.edu/vpsa/

The Division of Student Affairs is dedicated to curating a first-choice student experience by providing the services, facilities, programs, and people to help students succeed. These resources and activities are under the direction of the Vice President for Student Affairs.

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

- Office of Career Services - https://www.westga.edu/careerservices/
- Veterans and Military Programs - https://www.westga.edu/calv
- Center for Student Involvement and Inclusion - https://www.westga.edu/csii/
- Counseling Center - http://www.westga.edu/counseling/
- Health Services - http://www.westga.edu/health/
- Housing & Residence Life - http://www.westga.edu/housing/
- Community Standards - https://www.westga.edu/ocs/
- University Recreation and Campus Center - https://www.westga.edu/urec/
- Accessibility and Testing - https://www.westga.edu/student-services/accessibility-testing/index.php
- Fraternity and Sorority Life - https://www.westga.edu/campus-life/fsl/
- Office of the Vice President of Student Affairs - https://www.westga.edu/administration/vpsa/index.php
- Parent and Family Servicves - https://ww.westga.edu/parents/index.php

Student Activities

Art, Drama, and Music

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

The Art program presents numerous exhibitions, presentations, and artist lectures from visiting artist in one of the three art galleries in the Humanities Building throughout the year. These are free and open to all students. The Art program also hosts an annual UWG student art exhibition every spring semester, which is open to all university students to submit art works.

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

The Theatre program stages five major productions each year, one of which is a musical. In addition, at least one of them is student devised and/or written. Students from all programs are eligible to audition for theatre productions. Contact the Theatre program by calling 678-839-4700 or emailing theatre@westga.edu.

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

Student Media

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

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

Strategic Enrollment Management

The Division of Strategic Enrollment Management (SEM) is dedicated to curating a first-choice experience by providing excellent recruitment, enrollment, and financial aid experiences in line with the institution's mission and goals while maintaining fiscal sustainability. These services are under the direction of the Vice President for Strategic Enrollment Management.

SEM supports the success of prospective and continuing University of West Georgia (UWG) undergraduate students through its admissions, transfer, orientation, and financial aid functions. We are committed to strategically designing, implementing, assessing, and enhancing the services necessary to promote students by providing exceptional service to students and University stakeholders.

SEM encompasses several departments working together to enhance the academic experience. For more information about the services available, we encourage you to contact the appropriate offices listed below:

- Office of Admissions - westga.edu/admissions
- Financial Aid - westga.edu/financialaid
- International Student Admissions and Programs (ISAP) - westga.edu/isap
- Momentum Center and Student Solutions - https://www.westga.edu/student-services/momentum-center/index.php
- Office of the Vice President of Strategic Enrollment Management - westga.edu/sem
- Registrar's Office - westga.edu/student-services/registrar/

Admission

The University of West Georgia invites qualified applicants from all cultural, religious, racial, and ethnic groups to apply for graduate programs in the College of Education; College of Humanities, Arts and Social Sciences; James 'Earl' Perry College of Mathematics and Computing; Richards College of Business; School of Communication, Film, and Media; Tanner Health School of Nursing, and University College.

How to Apply

The Graduate School admissions office receives all documents in the admissions process. This includes the online application, standardized test scores (e.g., GRE, GMAT), all official transcripts, citizen or immigration documents, letters of recommendation, personal statements, essays, or any other documents that are a part of the admission process for any graduate program. A degree from an accredited institution is required.

Program Admission Standards

Program admission standards aid the selection of applicants whose academic preparation indicates they will be successful in graduate studies at the University of West Georgia, although programs may reject otherwise qualified applicants due to space limitations or other programmatic variables. If no minimum GPA is stated in the program requirements, a 2.50 is required. Programs may require additional indicators, beyond transcripts and grade point averages that demonstrate the applicant's ability to successfully complete graduate study prior to rendering an admission decision. For example, some programs may require letters of recommendation, narrative statements, art portfolios, program-qualifying examinations, interviews, and/or musical performances to determine the admissibility of students. See information in the Graduate Catalog about individual graduate programs for more details regarding admission requirements.

Applicants to master's and post-baccalaureate programs must submit official transcripts from all post-secondary schools attended. Applicants to specialist, doctoral, and post-masters programs must submit official transcripts from degree-granting institutions only.

Application Process

Applicants must submit an online application with a $55 non-refundable application fee. (Georgia residents 62 years of age or older and McNair Scholars are not required to pay the application fee). The online application and instructions for the application process can be found at http://www.westga.edu/gradstudies/apply-now.php.

Graduate admission application deadlines vary by program and some programs do not admit students every semester. Application deadlines can be found at https://www.westga.edu/academics/gradstudies/admissions-deadlines.php. International students must meet additional requirements and earlier deadlines. Admission information for international students can be found at https://www.westga.edu/isap.

Admission is valid only for the semester reflected on the application. Applicants may update their application once at no cost according to the following criteria:

1) An applicant who applies and receives an Accepted decision but chooses to defer admission may update the semester for which they applied if the update is completed within 12 months of the original payment date. The applicant should update the application online at westga.edu/gradschool. Only one update is permitted.

2) An applicant who applies but does not complete their application for review by the program's deadline may update the semester for which they applied if the update is completed within 12 months of the original payment date. The applicant should update the application online at westga.edu/gradschool. Only one update is permitted.

3) Applicants who are Denied admission may update their application to a new program of study if the update is completed within 12 months of the original payment date. The applicant should update the application online at westga.edu/gradschool. Only one update is permitted.

4) Applicants who are denied admission, or who are accepted and subsequently decline the offer of admission, may not update to a new term for the same program of study. The applicant must submit a new application and a new application fee in addition to new supplemental materials. Official transcripts will remain on file for a maximum of 2 years.

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

GPA Minimum Exceptions for Applicants with Older Degrees

There are cases when the GPA may be eligible for an exception to the graduate admissions criteria. This policy establishes guidelines for making exceptions to the minimum GPA requirements for graduate program admissions when applicants hold a prior degree earned 10 or more years ago.

Eligibility for Exception

Only the GPA required for admission is eligible for exclusion if it has been ten or more years from the date of degree conferral.

Review and Decision Process

· Holistic Evaluation and Decision: The faculty will conduct a holistic evaluation of the applicant's other required admission criteria except for GPA that is part of the stated exception herein. The program's Admissions Committee will determine the overall strength of the applicant's file.

· Admission Criteria: All other admissions criteria must be considered during the holistic

evaluation. For example, if a program requires GPA, personal statement, a writing sample, and letters of recommendation then the purpose statement, writing sample, and letters of recommendation will be used for admission consideration.

· Competitive Admission Review: Some programs only require a GPA for an initial review. In these instances, programs may request additional information to facilitate a holistic review of their application.

*Disclaimer: Meeting the stated criteria does not guarantee admission in any way and is at the discretion of the program.

GRE/GMAT Score Protocol

The only official reports of the Graduate Record Examination (GRE) scores are those issued by ETS and sent directly to the University of West Georgia using our school code: 5900. Scores obtained from other sources or sent in other formats will not be accepted. Scores must be current and taken within five years of the application deadline date for the specific program of study.

The only official reports of Graduate Management Admission Test (GMAT) are those issued by Pearson and sent directly to the University of West Georgia using our school code: 5900. Scores obtained from other sources or sent in other formats will not be accepted. Scores must be current and taken within five years of the application deadline date for the specific program of study.

Academic programs may offer an exemption or waiver for the GRE/GMAT under specific circumstances that must be outlined in the graduate catalog. Please consult the program of study's admission criteria for more information.

Once received, the University of West Georgia will not issue or release GRE/GMAT scores to students, applicants, or other institutions in any format.

Process for Graduate Admission Appeals

Appeals of graduate admissions decisions at the University of West Georgia are made to the Assistant Dean of Graduate Admissions. This is the process admission appeals will follow.

1. Notice to applicants.

Applicants will be apprised of their ability to appeal admissions decisions through postings on the University's Office of Graduate Admissions and the Graduate School's websites, as well as communications sent contemporaneously with admissions decisions.

a.Website Posting. The Office of Graduate Admissions website will prominently feature a link regarding admissions appeals in the Forms section of the Graduate School website, which will link to the electronic submission form and an explanation of the appeals process. This will also be included on the Graduate School's website under web resources for graduate students.

b. Notification of Admissions Decisions. Contemporaneously with notifications of admissions decisions, applicants will be informed of their ability to appeal those decisions and directed to the University's web resources detailing the appeals process.

2. The Appeal.

A. Basis for appeal. Appeals of admissions decisions may follow different processes based on the grounds of the appeal.

1. Discrimination. If the applicant believes their admissions decision is impermissibly based upon the applicant's race, color, sex, sexual orientation, gender identity, ethnicity or national origin, disability religion, age, genetic information, veteran status, or any other characteristic protected by institutional policy or state, local, or federal law the applicant may directly contact the Office of Equal Opportunity & Title IX.

2. Other basis. If the applicant wishes to appeal their admissions decision based on other factors, the applicant needs to submit an electronic written appeal to the Assistant Dean of Graduate Admissions.

B. Written Appeal. Within fourteen (14) calendar days of the notification date of the admissions decision, the applicant may file an appeal via the electronic appeal form. The appeal should, at a minimum, contain the following:

1. An explanation of the admissions decision;

2. An explanation of why the applicant believes the decision was incorrect;

3. Identification of any evidence the applicant believes supports her or his position. The applicant may be asked to provide this evidence to permit the Graduate School to process their appeal;

4. Any other information the applicant believes is relevant to her or his appeal.

5. Current contact information for the applicant.

Please note effective appeals will typically involve information the applicant may not have provided in their original application, but which might influence the University's decision regarding their application. The appeal process may not be successful if the original application included outdated, incomplete, or incorrect materials, particularly for programs with competitive admission processes where decisions are based solely on the documents submitted at the time of review. In these cases, the applicant may be advised to apply for a future cohort.

The Graduate School is unlikely to be influenced by arguments in which the applicant is challenging the judgment of a program's faculty regarding aspects of the program's application. This is particularly true regarding the faculty's assessment of an applicant's relevant grade point average or their scores on an admissions examination required by the program (e.g., GRE, GMAT) or the weight to give such items in the faculty's evaluation of the applicant.

C. Submission of Appeal. The appeal may be submitted electronically or in writing to the Graduate School. It should be submitted to:

graduate@westga.edu

Assistant Dean of Graduate Admissions
Graduate School
1601 Maple Street

Carrollton, GA 30110

The Graduate School will acknowledge receipt of the appeal electronically.

3. Review Process.

Upon receipt of the appeal, the Graduate School will identify an appropriate process for reviewing the appeal. This process may vary based upon the grounds of the appeal and in communication with graduate program faculty.

After identifying and receiving information and evidence relevant to the appeal and in discussion with program faculty, the Graduate School mayl empanel a group of at least three (3) members of the University's Graduate Faculty to review the appeal. The Graduate Faculty members will make a recommendation regarding the appeal to the Dean of the Graduate School.

4. Decision.

In the absence of exceptional circumstances, within fourteen (14) business days of the receipt of the appeal, the Assistant Dean of Graduate Admissions will issue a decision regarding the appeal. It will be communicated to the applicant through electronic mail.

Second-Level Appeal

If an appeal is denied by the Assistant Dean of Graduate Admissions, the applicant may submit a second-level appeal for final review by the Dean of the Graduate School. The second-level appeal must be submitted in writing via electronic mail within 10 business days of the date of the first appeal decision notification.

The request for a second-level appeal must clearly state the grounds for further review. The Dean's review will be limited to the information provided in the original application and appeal materials. The decision of the Dean of the Graduate School is final.

Inactive Status

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

Change of Program

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

Immunization Requirements

Students entering any unit of the University System of Georgia are required to provide official documentation of immunization prior to registration. Students attending UWG in 100% online graduate programs with no campus option do not need to submit immunizations. Students with questions about immunization records should contact the Immunization Clerk in Health Services at immunize@westga.edu. Immunization requirements and recommendations for University System of Georgia students can be found at https://www.westga.edu/student-services/health/assets-health/docs/Certificate_Immunization_Form.pdf.

Enrollment of Persons 62 Years of Age or Older

Georgia residents 62 years of age or older may enroll as regular students in courses offered for resident credit on a space available basis without payment of fees, except for supplies, technology, laboratory, or shop fees. Space-available will be determined by the institution. Students enrolled for credit who elect to participate in the campus health program, student activities program, or to use the parking facilities may be required to pay the appropriate fees. Students must be residents of Georgia, 62 years of age or older at the time of registration, and they must present a birth certificate or comparable written documentation of age. A Certificate of Immunization is also required, although students attending UWG solely online may qualify for a term-by-term exemption.

Applicants who wish to enroll under this program must meet the program admission requirements and file the online application for admission, although they are not required to pay the $39.99 admission fee.

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

Transient Student

A transient student is a "visiting" student who wishes to take course-work at UWG for one semester and then return to their previously enrolled institution (referred to as the "home" institution).

In addition to submitting a completed admission application and $39.99 application fee each time they wish to attend UWG, a transient student must also submit to the Graduate School's admissions office a Transient Approval Letter from the Registrar or Dean of his or her "home" institution. This transient letter must state that the student is in good

academic standing at the "home" institution. In case of doubt, the Associate Dean of the Graduate School may classify the applicant as a transfer applicant and require the applicant to comply with all transfer admission requirements.

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

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

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

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

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

Graduate Admission Classification

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

Degree Admission

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

1. Regular: Meets all requirements for admission and has been approved for admission by the graduate program and college/school in which they plan to study. See information in the Graduate Catalog about individual graduate programs for more details regarding admission.
2. Provisional Degree: Does not satisfy the full admission requirements to a degree program. Some programs allow Provisional Degree admission for an applicant who does not meet one or more of the standards required for admission as a Regular student. Provisional Degree admission is a temporary status that makes the applicant eligible for admittance under conditions specified at the time of admission by the Department Chair or Graduate Program Director and approved by the Graduate School. Provisional Degree status must be removed and Regular status achieved per the conditions specified at the time of admission. Failure to meet the specified provisions shall result in dismissal from the program. The Graduate School monitors and removes the provisional status where appropriate each semester. International students may not be admitted on a provisional basis.

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

Nondegree Admission

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

1. Transient: An applicant in good standing at an accredited institution may be accepted as a Transient student provided an approved transient letter or transient form is obtained from the Registrar or appropriate Dean of the "home" school (the school where the student is currently enrolled). Enrollment as a Transient student is limited to one consecutive semester. A Transient student wishing to continue enrollment at UWG as a degree seeking transfer student must reapply as a transfer degree seeking student and fulfill all transfer admission requirements. Application as a transfer student and all required transfer admission documents must be received by the application and document deadline dates. Transfer credit into graduate programs is limited and may not be permitted by all programs.
2. Enrichment: Individuals who wish to take courses for personal or professional improvement may apply under this category. Some programs may permit a student who has taken courses for enrichment to apply them to a graduate program, provided that the applicant applies for admission, meets all regular admission requirements, and is admitted to the program. In this case, no more than nine (9) semester credit hours earned in the Enrichment nondegree status may be applied toward a graduate degree, provided that the Graduate Program Director and Director of Graduate Studies in the college/school approve the credits for the graduate degree. Because admission under the Enrichment category is dependent on a number of variables, such as the applicant having completed relevant prerequisite courses, applicants should communicate directly with the department that offers the enrichment course of interest to determine admissibility under the Enrichment category.
3. Educator Certification, non-degree (Teacher, Service, or Leadership for PK-12 schools): An applicant with a bachelor's or master's degree who wants to earn certification through the Georgia Professional Standards Commission may, in some cases, be admitted as Educator Certification nondegree students and enroll in graduate courses. Note that admission in this category and completion of an educator certification program does not guarantee subsequent admission to a graduate degree program, which is a separate process with different admission criteria. Due to the complex nature of educator certification requirements, which are regulated by the Georgia Professional Standards Commission, applicants should contact the College of Education to access up-to-date, detailed information. Applicants will be directed to the appropriate advisor, whether in the College of Education or another college. Students enrolled in this admission category are not eligible for graduate assistant positions.
4. UWG Certificate (not educator certification): Some departments offer certificate programs that may be associated with a degree program or independent of a degree program. Awarded by the University of West Georgia, these certificates differ from certifications awarded by the Georgia Professional Standards Commission for Georgia PK-12 educators. The student must apply through the Registrar's Office for the certificate upon completion of all requirements.

Admission as a UWG Undergraduate/Graduating Senior

A UWG undergraduate senior within eight hours of completing the requirements for a bachelor's degree may be permitted to enroll in courses for master's degree credit provided that the following conditions are met:

1. The student must complete the Graduate Studies Course Permission Form found on the Registrar's Office website: https://www.westga.edu/assets/registrar/docs/Graduate_Studies_Course_Permission_Form.pdf.

2. The UWG student must obtain the permission of the Department Chair and Graduate Program Director who schedule and/or provide advising for the master's degree course(s). Permission must also be given by the Dean of the college or school of the undergraduate major.
3. The UWG student is qualified for admission to master's degree study except for the award of the undergraduate degree.
4. The UWG student registers for no more than twelve (12) semester credit hours. For example, a student who needs eight (8) hours to complete the baccalaureate degree could register for those eight (8) undergraduate hours plus an additional four (4) hours of graduate credit. The graduate credit would apply to a master's degree, essentially accelerating the student's completion of a master's degree after admission to a UWG master's program.
5. Under no circumstances may a course be used for both graduate and undergraduate credit, except when part of an approved Accelerated Bachelor's-Master's (AB) program of study. See the Accelerated Bachelor's to Master's Degree Pathway policy for more information.

Statement of Competitive Admission

All qualified persons are equally welcome to seek admission to the University of West Georgia, and all persons may apply for and accept admission confident that the process and regular practice of the University will not discriminate against them on the basis of race, religion, gender, sexual orientation, veteran status, or national origin.

Projections of the number of graduate students to be admitted and enrolled in any year will be determined (a) by the capacity of the University, (b) by the capacity of the admitting program, and (c) by approved enrollment levels. If the number of eligible applicants for admission exceeds the number of applicants who can be admitted and enrolled, those to be offered admission will be selected on the program director's recommendation of the applicant's relative qualifications for satisfactory performance in the University/program/research area.

Verification of credentials and certification of compliance with University policies shall be the responsibility of the Graduate School. Policies and procedures that are approved by the Board of Regents of the University System of Georgia, Office of the President, the Graduate School, and the Graduate Programs Committee shall be applied in determining eligibility for consideration for graduate study. From those eligible candidates, final admission recommendations will be the responsibility of the admitting program. Satisfying minimal standards, however, does not guarantee admission since the number of eligible applicants generally exceeds the number of places available. As a result, many qualified applicants may not be accommodated.

The criteria used in determining each applicant's eligibility for consideration shall include: (1) evidence of award of all required degrees or its equivalent (prior to matriculation) from an accredited institution; (2) evidence of preparation in their chosen field correlating to likely success in graduate study; (3) other qualifications consistent with standards in their degree and discipline. For international applicants, satisfactory completion of requirements listed on the Graduate School's website. From eligible candidates, programs may make final admission recommendations based on a combination of factors, including, but not limited to, academic degrees and records, the statement of purpose, letters of recommendation, test scores, and relevant work experience. Also considered is the appropriateness of the applicant's goals to the degree program in which they are interested and to the research interests of the program's faculty. In addition, consideration may be given to how the applicant's background and life experience holistically contributes to creating a community of scholars.

Right of Refusal

If an applicant (a) is on probation, suspension, expulsion, or any other type of academic warning at any previously attended institution, (b) is ineligible to enroll at any previously attended institution, (c) is currently charged with, or has been found guilty of, any violation of academic honesty, honor code, or conduct regulations of a previously attended institution, (d) left a previous institution while there were pending charges of any violation of academic honesty, honor code, or conduct regulations, (e) is currently charged with or has been found guilty of any violation of a federal, state,

or municipal law, regulation or ordinance other than minor traffic violations, including offenses for which any type of first offender status has been granted, (f) has ever entered a plea of guilty, no contest, nolo contendere, or an Alford plea, or has otherwise accepted responsibility for the commission of a crime, (g) has received any type of discharge from military service other than honorable discharge, then the applicant's case will be reviewed to ensure that the applicant meets the satisfactory academic performance, good character, and good conduct requirements noted above. If, after a letter of acceptance has been issued, information comes to light that shows that an applicant did not meet all admission requirements, or that an applicant's application contained omissions or misrepresentations, the applicant's offer of admission will be automatically revoked. If this information comes to light after the student has enrolled, the applicant's enrollment at the University of West Georgia will automatically be terminated, and earned credit may be revoked.

Any changes in a student's record prior to enrollment will necessitate a new review of the application. Any omissions or misrepresentations on a student's application for admission will automatically invalidate consideration by, acceptance to, and continuation at University of West Georgia.

International Admissions

International students must submit a complete application packet to the Office of International Student Admissions and Programs (ISAP) prior to the deadline of the desired program*. If the application is incomplete after the deadline has passed for the semester in which admission is sought, the application may be considered for the following semester pending receipt of all necessary materials to complete the application packet.

*Applicants are strongly encouraged to apply four (4) to six (6) months prior to program deadline. Due to the need to complete the application for a student visa, programs that have a late deadline may not allow for sufficient time to obtain the necessary travel authorizations.

Admission Requirements

Admission of international students is based on academic admissibility and English proficiency. International students, who are seeking sponsorship for an F-1 or J-1 student visa, must also provide proof of financial means to study in the United States, as per the requirements for a U.S. student visa. Applicants wanting to apply for admission to the Graduate School at the University of West Georgia must comply with all requirements listed by the program, as well as the below general requirements that apply to all international applicants:

1. Previous Education - Submit official transcripts from each college or university you have attended. If this institution is based internationally and does not currently hold United States regional accreditation, an internal academic credential evaluation will be performed to determine the American equivalent of the courses/degrees earned. The University of West Georgia reserves the right to request a formal Academic Credential Evaluation of transcripts/documents submitted to the University as part of the student's application. If requested, the student must provide a course-by-course evaluation, with a GPA conversion of all post-secondary coursework from a service belonging to either the National Association of Credential Evaluation Services (NACES), or the Association of International Credential Evaluators (AICE).
    - Students applying to the College of Education must have their evaluation completed by Josef Silny & Associates, Inc. or Educational Credential Evaluators, Inc. Failing to have an evaluation from one of these two agencies will result in the applicant being denied admission to the College of Education.
2. Proof of English - All students must prove their English language proficiency. Waivers for formal ESL examination are available to those who have completed an approved educational program from one of the following countries: Antigua and Barbuda, Australia, the Bahamas, Barbados, Belize, Canada (except Quebec), Ireland, Jamaica, New Zealand, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, the United Kingdom, and the United States. Exemptions from other countries are possible and will be evaluated on a case-by-case basis. These requests will be reviewed and approved by the Office of International Student Admissions and Programs (ISAP).

    For students who require external verification of their English proficiency, one of the below must be submitted in support of their application:

Official Scores from an approved test of English:

- Test of English as a Foreign Language (TOEFL)
- International English Language Testing Systems (IELTS) "Academic"
- Pearson Test of English (PTE) "Academic,"
- Cambridge tests of Advanced English (CAE) or Proficiency in English (CPE)
- EIKAN Test in Practical English Proficiency (EIKAN).

Please see the USG policy at https://www.usg.edu/international_education/esl_programs/english_proficiency_requirements for the minimum score requirements for these exams.

3. Financial Certification - All international applicants, who require sponsorship for an F-1 or J-1 visa, must submit financial documentation indicating evidence of sufficient funds available for study at UWG. These documents are not required to receive a decision on an application but are required prior to the release of any documents needed for the visa application process.

In order to attract international students, the University may waive all or a part of the nonresident portion of tuition for select graduate international applicants who meet certain academic criteria. Upon acceptance, an international student may apply for this waiver with the Office of International Student Admissions and Programs (ISAP).

A limited number of waivers are available, and not all eligible international applicants will receive a waiver. Students awarded a waiver must maintain minimum requirements, including GPA, and apply for a renewal of the waiver for each academic year of their study. These awards can be included in the Financial Certification as part of the I-20 creation process. Receipt of all official documents and confirmed offer of admission is required for the release of the I-20.

Expenses

Business Policy

The University year is divided into two semesters of approximately 15 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 are due. West Georgia reserves and exercises the right to deny admission, to withhold transcripts and other educational records, to cancel the enrollments of students, and to delay the graduation of students who fail to meet promptly their financial obligations to the institution. Each student is responsible for keeping informed of all registration and fee payment dates, deadlines, and other requirements by referring to the official calendar and announcements published in the course bulletin, students UWG email account, and other printed and posted announcements.

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

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

Tuition and Other Student Fees

All students pay the established tuition and mandatory fees for their program of study (e.g., health, athletic, technology, activity, Campus Center, transportation fees, etc.), which are listed on the Office of Student Accounts and Billing Services website at: https://www.westga.edu/student-services/studentaccounts/index.php.

A few courses require special fees, such as private music lessons, and aquatic and science courses. These fees are subject to change per the Board of Regents.

Table of Charges

Registration at the beginning of each semester is not complete until all fees and charges have been paid, including for previous semesters. Fees and charges are due by the published deadlines. A late fee is charged beginning the day after new student registration. See the Office of Student Accounts and Billing Services site at: https://www.westga.edu/student-services/studentaccounts/tuition-and-fees.php for a current listing of graduate tuition and fees.

Additional Fee Requirements

Health Insurance Rates

All University System of Georgia institutions are required to participate in the Student Health Insurance Program (SHIP). Graduate Assistants and international students are required to have insurance that meets the minimum standards. Students who are not covered by a policy held by a parent, spouse, company or organization on the approved waiver list (Organizations and Agencies Approved Waivers) or if the policy does not meet the minimum standards must purchase the USG SHIP policy. For more information and current rates, see the Student Health Insurance Program at: https://www.westga.edu/academics/gradstudies/graduate-student-assistantships/student-health-insurance-policy.php.

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

Housing and Residence Life

Housing and Residence Life offers housing for all student types. We welcome Graduate Students to explore our communities at https://www.westga.edu/housing.

Meal Plans

Signing up for a meal plan is easy using our online registration form, which can be found on the meal plan website. If you need assistance or have questions, our office is located in the Momentum Center. You can also contact us by email at tcampusservices@westga.edu or by phone at 678-839-6525.

Meal Plan Membership Terms and Conditions

- Meal plan memberships can only be removed before the END of the drop/add period.
- Meal plan membership changes or cancellations made before the end of the drop/add period will be charged at a prorated amount.
- Payment for meal plan memberships must be made by the final drop date. Payment information can be found on the Office of Student Accounts and Billing Services website. Classes will be reviewed for cancellation if payment is not received by the deadline.
- Any meal plan memberships or upgrades added after the drop/add period must be paid in full immediately. Failure to pay may result in a HOLD on the student's account. Holds can prevent students from registering for classes, receiving/sending official transcripts, or graduating from the University. Payment information can be found on the Office of Student Accounts and Billing Services website.
- Students with severe food allergies may request exemption from mandatory meal plans through the Meal Plan Appeals Request Form.
- All meal plan membership pricing is subject to change and requires final approval by the USG Board of Regents.
- Meal plan memberships cannot be used by anyone other than the purchaser of the plan; violators will be subject to campus judicial review.
- Meal plan memberships and Debit Dining Dollars are loaded onto students' Wolves ID cards. Lost or stolen ID cards are subject to a $20 replacement fee. Replacement information is available on their website.
- Meal plan memberships must be used within the semester purchased.
- Balances remaining in Dining Dollars will be returned if the student is not enrolled in the next consecutive semester.

Meal Plan Selection:

The UWG residency requirement states that if you live in campus housing and haven't met any of the following conditions, you're required to choose either the Pack 21, Wolves, or Basic Meal Plan:
- You're over 21, married, or veteran
- You've earned more than 30 institutional credits (not including dual enrollment credits)
- You've already purchased two UWG mandatory meal plans in the past (one for Fall and one for Spring)

Students who live off-campus or have already completed their meal plan residency requirements may select any meal plan listed below,

Meal Plan Options:

PACK 21 - $2660 per semester

- 21 Dine-In Meal Swipes Per Week
- $125 Dining Debit Dollars
- 2 Guest Meal Passes to be used at East or West Commons (per semester)

PACK 21 - PLUS 5 - $2880 per semester

- Exchange 5 Meal Swipes Per Week for a Retail Combo or Dining Hall To-Go Meal.

PACK 21 - PLUS 10 - $3045 per semester

- Exchange 10 Meal Swipes Per Week for a Retail Combo or Dining Hall To-Go Meal.

WOLVES - $2305 per semester

- 15 Dine-In Meal Swipes Per Week
- $150 Dining Debit Dollars
- 2 Guest Meal Passes to be used at East or West Commons (per semester)

WOLVES - PLUS 5 - $2525 per semester

- Exchange 5 Meal Swipes Per Week for a Retail Combo or Dining Hall To-Go Meal.

WOLVES - PLUS 10 - $2690 per semester

- Exchange 10 Meal Swipes Per Week for a Retail Combo or Dining Hall To-Go Meal.

BASIC - $2150 per semester

- 15 Dine-In Meal Swipes Per Week

BASIC - PLUS 5 - $2370 per semester

- Exchange 5 Meal Swipes Per Week for a Retail Combo or Dining Hall To-Go Meal.

BASIC - PLUS 10 - $2535 per semester

- Exchange 10 Meal Swipes Per Week for a Retail Combo or Dining Hall To-Go Meal.

PACK 10 - $1840 per semester

- 10 Dine-In Meal Swipes Per Week
- $250 Dining Debit Dollars
- 2 Guest Meal Passes to be used at East or West Commons (per semester)

PACK 10 - PLUS 5 - $2060 per semester

- Exchange 5 Meal Swipes Per Week for a Retail Combo or Dining Hall To-Go Meal.

PACK 7 - $1305 per semester

- 7 Dine-In Meals Swipes Per Week
- $150 Dining Debit Dollars

PACK 7 - PLUS 5 - $1525 per semester

- Exchange 5 Meal Swipes Per Week for a Retail Combo or Dining Hall To-Go Meal.

BLOCK 50 - $590

- 50 Meal Swipes at East or West Commons Dining Hall

BLOCK 25 - $297

- 25 Meal Swipes at East or West Commons Dining Hall

Dining Debit Dollars - $200

- Accepted at all Retail locations and Dining Halls
- No added tax on items purchased with Dining Debit Dollars

Dining Debit Dollars Reload $50

- Accepted at all Retail locations and Dining Halls
- No added tax on items purchased with Dining Debit Dollars

If you have severe allergies to specific foods, please ask to speak to Dine West Management at either of our dining halls. Our managers and chefs will work to accommodate your dietary needs.

Parking and Transportation

Students are charged a mandatory transportation fee each semester for on- and off-campus parking and transportation services. Students must register their vehicle and obtain a parking permit to park on campus. Shuttle services are available for the Carrollton, Newnan, and off-campus retail shopping centers, including Adamson Square. Shuttle services may be adjusted according to student needs each academic 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 BankMobile Account.

USG Policy 7.3.5.3 Military Service Refunds govern the issuing of tuition and mandatory fees and pro rata refunds of elective fees due to a military withdrawal. Students who would like to withdraw for military reasons must submit a copy of their official orders to the Office of the Registrar. Students who receive a military withdrawal are entitled to a full refund of matriculation fees paid for that semester, in accordance with the USG guidelines.

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

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

All applicants who are accepted for admission or readmission who seek to be classified as in-state for tuition purposes, are required to provide validation of residency and lawful presence in both the State of Georgia and the United States.

The University System of Georgia allows students who have been admitted to the University of West Georgia as out-of-state for tuition purposes, to apply for in-state status through various tuition differential waivers. For more information, see the Registrar's site at https://www.westga.edu/student-services/registrar/tuition-classification.php.

A limited number of out-of-state tuition waivers are available through the Graduate School each academic year. To apply, students should complete The Graduate Student Out of State Waiver Request Form.

Financial Aid

www.westga.edu/finaid/

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

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

The principal programs available to the University of West Georgia students are outlined below. More detailed information can be found on the Financial Aid website: www.westga.edu/finaid. To obtain more information, telephone the office at 678-839-6421 or visit the website at www.westga.edu/finaid. Questions may be sent by email to finaid@westga.edu.

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

Academic Requirements for Receiving Financial Aid

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

Maintaining Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) requirements are meant to ensure that students are able to complete their academic program in a timely manner through achieving minimum academic standards. In an age of increasing accountability for the use of federal, state, and institutional student aid funds, institutions of higher education and their students must demonstrate that financial aid funds are being used to assist students in efficiently completing their academic goals.

The University of West Georgia has developed the following Satisfactory Academic Progress (SAP) policy for Financial Aid recipients to encourage student success and accountability in the use of Financial Aid funds for educational purposes. While the University of West Georgia maintains an academic progress policy for the determination of a student's continued academic eligibility for enrollment purposes, the Satisfactory Academic Progress policy for Financial Aid purposes may be more stringent in some components in order to maintain compliance with Federal Student Aid regulations (34 CFR 668.34).

I. Consistency of Application of SAP Standards
   Unless otherwise noted, the SAP requirements as stated apply to all students regardless of the student's receipt of financial aid funds, the student's academic classification as an undergraduate or graduate student, or the student's academic program. Exceptions (as noted below) will include but are not limited to the minimum GPA requirement and maximum time frame hours for graduate students.

II. Frequency of SAP Evaluation

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

III. Grade Point Average (GPA) Requirement

A. Undergraduate students will be evaluated each semester on the basis of cumulative GPA and the total number of hours attempted. Hours transferred will be included in determining the total hours attempted; however, the cumulative GPA will be computed only on the work completed at UWG (institutional GPA). The cumulative GPA required to maintain SAP for the total number of hours attempted is given below:

- 0 - 30 attempted hours = 1.8 minimum institutional GPA
- 31 - 60 attempted hours = 1.9 minimum institutional GPA
- 61 attempted hours & above = 2.0 minimum institutional GPA

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

C. Impacts on GPA regardless of undergraduate or graduate level:

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

D. Grade changes that are processed after a SAP evaluation has already occurred will be included in the next scheduled evaluation; prior evaluation(s) will not be reassessed.

IV. Pace of Progression

All students will be evaluated each semester to determine that they are making satisfactory pace of progression through their academic program. A minimum 67.67% cumulative completion ratio will be required at each evaluation period. Pace of progression is defined as the ratio of the cumulative number of credit hours completed divided by the cumulative number of credit hours attempted:

Cumulative hours earned/Cumulative hours attempted >= 67.67%

- Transfer credits accepted toward the student's UWG academic program will count as both earned and attempted hours in the calculation of the pace of progression ratio.
- The first 30 hours of Learning Support (remedial) credits will be excluded from the calculation of the pace of progression ratio.
- Incomplete courses taken at UWG will not count as earned hours but will count as attempted hours in the calculation of the pace of progression ratio.
- Withdrawn courses (grades of W or WF) taken at UWG will not count as earned hours but will count as attempted hours in the calculation of the pace of progression ratio.
- Failed courses (grades of F) taken at UWG will not count as earned hours but will count as attempted hours in the calculation of the pace of progression ratio.
- All repeated courses will count as attempted hours in the pace of progression ratio. Whether the repeated course counts as earned hours will depend on the status of the first attempt:

> First attempt not successfully completed, subsequent attempt successfully completed = one course counts as earned credits, both courses count as attempted credits.

> First attempt successfully completed, subsequent attempt also successfully completed = one course counts as earned credits, both courses count as attempted credits.

> First attempt not successfully completed, subsequent attempt not successfully completed = neither course counts as earned credits, both courses count as attempted credits.

- Grade changes that are processed after a SAP evaluation has already occurred will be included in the next scheduled evaluation; prior evaluation(s) will not be reassessed.

V. Maximum Time Frame

A student must complete their degree requirements within a specified number of attempted hours (150% of the published degree length).

- A student who is pursuing two majors or a major with minor(s) is still subject to the above Maximum Time Frame limitations.
- An undergraduate student who is pursuing two UWG undergraduate degrees (concurrently or separately) will be granted an extension to 240 attempted hours. No extension of maximum attempted hours is permitted for more than two undergraduate degrees.
- A master's degree student who is pursuing an additional master's degree (concurrently or separately) will be granted an extension of 40 attempted hours above the first master's degree requirement. No extension of maximum attempted hours is permitted for more than two master's degrees.
- Graduate students above the master's degree will only be permitted to attempt 150% of their published program length.

VI. SAP Status

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

VII. Appeals

A student who has been placed on FA Suspension or Maximum Time Frame may appeal the SAP status decision only in cases of extenuating circumstances. Examples of extenuating circumstances for which a student may file an SAP appeal may include a student's injury or illness, serious illness or death of an

immediate family member, or other special circumstances. Each SAP appeal will be reviewed individually and decisions are made on a case-by-case basis as outlined in the procedures given below.

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

SAP appeals will be reviewed by a UWG committee comprising FA staff. A student who wishes to appeal the decision of the SAP Appeals Committee may submit a request for a review by the second Appeal Committee. The decision of the of the second Appeal Committee is final.

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

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

VIII. Notification of SAP Status

At each SAP evaluation period, the student's SAP status will be recorded in BanWeb. Students who are placed on FA Probation, FA Suspension, or Maximum Time Frame will be notified via email to their UWG email account. Students who are placed on FA Warning will be notified via email to their UWG email account. All notifications will occur within three weeks of the conclusion of the semester against which SAP is evaluated.

Free Application for Federal Student Aid (FAFSA)

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

Federal Government Programs

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

Federal Work Study Program

This is a federal program through the University of West Georgia offering employment opportunities for students demonstrating financial need.

Federal Direct Unsubsidized Stafford Loan

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

Listed below are the maximum amounts a student may borrow each academic year of college:

Graduate Students	$20,500

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

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

Veterans and Dependent Benefits

For information on Veterans and Dependent Benefits, please refer to the Veteran Benefits section of this catalog.

Vocational Rehabilitation Benefits

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

Refund Policy

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

For any questions regarding this policy, contact the Office of Student Accounts and Billing Services in Aycock Hall or call 678-839-4737.

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

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

Scholarships

The University of West Georgia offers outstanding students a wide variety of academic and performing arts scholarships. Most scholarships are awarded solely on merit and performance.

Some academic scholarships are available to students regardless of their major and others are for students majoring in particular fields. Still others are designed to encourage students from a specific county or minority group to attend West Georgia.

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

For more information on the scholarships offered through the Office of Financial Aid at the University of West Georgia, see the General Scholarship information below, and download the application online at www.westga.edu/finaid.

Private Scholarships

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

Athletic Scholarships

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

Graduate Assistantships

The University of West Georgia provides graduate assistantships. These assistantships offer valuable professional development opportunities in various programs and departments within the university for degree-seeking students through supervised work experiences. Assistantships support the research, teaching, and service responsibilities of the

University and help students pay for their graduate training. Therefore, graduate assistants must maintain satisfactory academic progress and performance and successfully complete the assigned research, teaching, or other responsibilities.

To be eligible for an assistantship, students must meet the following criteria. Students admitted provisionally to a program are not eligible for an assistantship.

- Earned a bachelor's degree
- Have applied for and been fullu admitted to a graduate degree program of study at UWG (students admitted on a provisional basis are not eligible).
- Be enrolled in a minimum of six graduate credit hours in the fall and spring semesters, and a minimum of three graduate credit hours in the summer
- Have maintained a 3.0 GPA current graduate coursework
- Meet the requirements to be eligible for employment in the U.S.
- Work performed by the student must be physically performed in the state of Georgia

International students may have to meet a higher standard for enrollment than what an individual program requires. International students must be enrolled in a minimum of 6 credit hours in the fall and spring semesters

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

Graduate Assistants are required to have health insurance. If they do not have insurance, they will be required to purchase and enroll in the United Healthcare Mandatory Graduate Insurance Policy. This policy is automatically added to all assistants' accounts when they are hired. If a student is covered by an insurance policy held by a spouse or parent, they may apply for a waiver for the United Healthcare policy. For more information, visit the Graduate Assistantship website at https://www.westga.edu/academics/gradstudies/graduate-student-assistantships/index.php.

Available Graduate Assistantship positions at UWG can be found on the Careers webpage.

Emergency Short-Term Loans

Short-term loan funds are available to assist currently enrolled students who need temporary financial assistance. The maximum amount a student may borrow depends upon the availability of funds but may not exceed $500 per semester. In general, loan funds are available within five to eight days. These loans must be repaid before the end of the semester. A minimal interest rate and/or service fee is charged. Previous borrowers may be denied an emergency short term loan if they have been delinquent on past loan repayments. Application is made through BanWeb.

Veteran Benefits

The University of West Georgia maintains two offices to serve military affiliated students. The Office of the Registrar coordinates Veteran Educational Benefits and Military Tuition Assistance benefit processing. The Veterans and Military Programs Office helps service members, veterans, and their affiliated family members maximize their educational experience through student engagement and a Veterans Resource Center.

The University of West Georgia allows students who are using Veteran Educational Benefits to enroll, and will not impose any penalty, including the assessment of late fees, the denial of access to classes or other services due to the delayed disbursement of funding from the Department of Veterans Affairs. Any covered individual is permitted to attend or participate in the course of education during the period beginning on the date of which the covered individual provides the UWG Office of the Registrar with a copy of their certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates: The date on which payment from VA is made to the institution OR 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Each person receiving educational benefits is responsible for ensuring that all information affecting their receipt of benefits is kept current, and each must confirm with the School Certifying Official in the Office of the Registrar prior to each term their intent to receive funds for the term. Covered individuals who are receiving less than 100% of tuition and fees covered by the Department of Veterans Affairs, must pay the remaining balance by the deadline as stated by the Office of Student Accounts and Billing Services.

For more information on how to get started using Veteran Educational Benefits or the many educational plans covered by the Department of Veterans Affairs, visit https://benefits.va.gov/gibill/, the UWG Office of the Registrar at www.westga.edu/registrar, or by contacting (678) 839-6438 or registrar@westga.edu.

Extended Learning

Jason Huett, Executive Director and Dean, USG eCampus
http://www.westga.edu/exlearn

678-839-6248

The Office of Extended Learning has responsibility for the administration of the Distance and Distributed Education (UWG Online), Continuing Education, and USG eCampus.

UWG Online/Distance Education

The University offers credit classes and degree programs to students at times and locations outside of the traditional classroom. The University of West Georgia was one of the first institutions in the University System of Georgia to offer partially, fully, or entirely at-a-distance credit courses, which utilize the Internet to deliver course materials and assignments, and to facilitate discussion and other appropriate interactions. Distance Learning credit offerings are currently delivered partially, fully or entirely at a distance, through two-way live videoconferencing, or through a combination of these technologies. They are primarily delivered online through CourseDen (http://westga.view.usg.edu). Online degree offerings, services and information for online students, and additional details are available at UWG Online (http://uwgonline.westga.edu).

By providing support for fully online and partially online courses and programs, UWG Online makes higher education a possibility for those who face obstacles to taking undergraduate or graduate courses in a traditional face-to-face classroom setting. UWG seeks to extend the ability to earn credit toward a degree or certification program to those whose life circumstances, such as work, family, or geographic location, make attending face-to-face, traditional classes impractical. Through distance learning (online learning), students can attend class whenever and wherever is convenient to them, with just the use of a computer and an internet connection. UWG was one of the first public schools in the state to offer online classes in 1997. Today, our diverse student population is spread across the country and around the world.

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

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

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

Online offerings:

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

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

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

Admission

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

Registration

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

Expenses

All fees and charges for registration are due and payable at the beginning of each semester for new students. For continuing students, fees are due at specified dates prior to classes beginning for the semester in which you were accepted. Consult the Tuition, Fees, and Charges menu on the Office of Student Accounts and Billing Services website.

Individuals on a company employee education plan must present completed papers of authorization at registration. Students who have applied for or who are receiving Veterans Administration benefits should be prepared to pay all fees and charges when they register.

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

Public Services

http://www.westga.edu/conted

Traditionally, public institutions of higher education state that they exist for the purpose of instruction, research, and public service. The public service mission has been paramount at West Georgia since its beginning. The faculty and staff have become well known for their efforts in extending the University into the communities of the West Georgia region. Furthermore, the Board of Regents of the University System of Georgia has placed special emphasis upon the role of public service and continuing education to serve as a catalyst for economic development.

Continuing Education and Public Services have emerged as an extension of the traditional on-campus learning process, available to adults wherever sufficient interest has been found. The Continuing Education/Public Services Department is responsible for coordinating and providing support relating to cooperative vocational and professional programs,

institutes, workshops, conferences, and other community educational programs. Short courses and other noncredit studies, such as in-service training and customized training to local business and industry, are responsibilities of the Department of Continuing Education. Courses are conducted on campus and off campus with some in-plant workshops held at various facilities throughout the area and regularly feature West Georgia faculty as instructors.

The Department of Continuing Education

The Department of Continuing Education is responsible for the assessment, development, and implementation of nondegree programs for those who wish to improve their job skills or otherwise enhance their personal development. This includes the coordination of community educational programs, institutes, workshops, conferences, and specialized training programs that serve as a catalyst for economic development.

Continuing Education Unit

The Continuing Education Unit (CEU) is defined as 10 contact hours of participation in a qualified continuing education program. The CEU is recognized as the national standard for measuring an individual's participation in and an institution's production of nondegree programs. The CEU may be used within an institution in at least three ways. First, the CEU serves as a unit of measure to recognize an individual's participation in nondegree activities that meet appropriate criteria. Second, the CEU may serve as the accounting unit of the institution's total nondegree courses, programs, and activities. Third, the implementation of CEU criteria provides the basis for quality assurance in continuing education programming. The University of West Georgia follows the criteria and guidelines as set forth by the Commission on Colleges of the Southern Association of Colleges and Schools.

UWG Douglasville

The University System of Georgia in collaboration with the University of West Georgia and Georgia Highlands College endeavor to provide affordable access to targeted four-year academic degree and professional programs for Douglas County students and residents. Additional programs that align with regional, professional, and workforce needs are under development.

UWG Newnan

The Board of Regents approved and established a University of West Georgia off-campus center in Newnan, Georgia, in August 1988. The University began offering courses in the Georgia Power Company's Shenandoah Environment & Education Center in 1990. The University utilized this site in the Shenandoah Industrial Park for 25 years. 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.

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

Graduate programs include the MBA.

- MBA - Business Administration

Admission

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

Registration

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

Test Proctoring

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

General Academic Policies

Registration

Registration dates are available online in The Scoop on the Registrar's website.

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 their studies and is encouraged to report those who do. See the Fairness and Procedural Safeguards Governing Cases of Academic Dishonesty and Fairness and Procedural Safeguards Governing Grade Determination Appeals under the General Academic Policies in this catalog for more information.

Academic Standards

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

General Academic Standards

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

Grading System

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F. The quality of work for a dissertation, thesis, practicum, and/or internship is indicated by the grades of S (Satisfactory) and U (Unsatisfactory).

Other grades which may be used in graduate programs include I (Incomplete), W (Withdrew without Penalty), WF (Withdrew, Failing), and WM (Withdrew for Military Service).

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

Academic Standing

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

1. Good Academic Standing

2. Academic Probation
3. Academic Suspension
4. Academic Dismissal

Good Academic Standing

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

Academic Probation

A student whose cumulative graduate GPA drops below 3.0 will begin the next term on Academic Probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation. One of three possible actions will be implemented for a student on Academic Probation at the end of each term of enrollment:

1. A student who earns a term GPA of 3.0 or higher and raises their cumulative graduate GPA to 3.0 or higher will return to Good Academic Standing.
2. If a student's term GPA is 3.0 or higher, but the cumulative graduate GPA remains below 3.0, they will remain on Academic Probation.
3. If a student earns a term GPA below 3.0 while on Academic Probation, regardless of the cumulative graduate GPA, they will be suspended for one term.

Academic Suspension

A student who fails a graduate course, regardless of the term or cumulative graduate GPA, will be suspended from the University for one term. Also, a student on Academic Probation who earns a term GPA below 3.0 will be suspended from the University for one term. One term is defined as the Fall, Spring, or Summer term. The Summer term includes all sessions; thus, a suspended student is required to not be enrolled for all sessions that comprise the Summer term. An Academic Suspension Appeal may only be reviewed through a grade appeal or hardship withdrawal.

The student on Academic Suspension is not guaranteed the opportunity to return to the University. The suspended student must apply for reinstatement to return to the University and program after one-term absence. Reinstatement criteria are outlined in the Reinstatement Procedures of the Graduate Catalog. A student may only be suspended from a program once. If a student is suspended a second time, they will be academically dismissed from the academic program.

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

1. A reinstated student who earns a term GPA of 3.0 or higher and raises their cumulative graduate GPA to 3.0 or higher will return to Good Academic Standing.
2. If a reinstated student's term GPA is 3.0 or higher but the cumulative graduate GPA remains below 3.0, they will remain on Academic Probation.
3. If a reinstated student earns a grade of C or lower or a term GPA below 3.0 while on Academic Probation, regardless of the cumulative graduate GPA, they will be academically dismissed from the academic program.

If a student's application for reinstatement following a term suspension is denied by the college or school that houses the student's graduate program, the student will be academically dismissed from the program of study.

Academic Dismissal

A reinstated student on Academic Probation who earns a term GPA below 3.0 will be academically dismissed from the program of study.

A reinstated student on Academic Probation who fails a second course will be dismissed from the program of study. In other words, graduate students are only able to earn one failing grade before being dismissed from the program of study.

A student who fails two courses, regardless of term or cumulative graduate GPA, will be academically dismissed from the program of study.

Academic dismissal from a program does not preclude a student from applying to another graduate program; however, the student must be able to achieve good academic standing with a cumulative graduate GPA. Admission to a new graduate program is not guaranteed, and the previous cumulative graduate GPA may affect any new admission decision.

A student who has been academically dismissed for any of the above, as it relates to grades, may request a reinstatement into the program of study from which they were dismissed after three terms. The student will have to reapply through the Office of Graduate Admissions by completing a new graduate application in order to be considered for reinstatement. If the student is reinstated, they must retake all courses that led to their dismissal.

College of Education

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

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

M.A.T Students

Academic Probation

An M.A.T. student in good standing who fails one course, regardless of the term or cumulative GPA, will begin the next term on Academic Probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation. One of three possible actions will be implemented for a student on Academic Probation at the end of each term enrollment:

1. A student who earns a term GPA of 3.0 or higher and raises their cumulative GPA to 3.0 or higher will return to Good Academic Standing.
2. If a student's term GPA is 3.0 or higher but the cumulative GPA remains below 3.0, they will remain on Academic Probation.
3. If a student currently or previously on Academic Probation earns a second-term GPA below 3.0, which may or may not include a failing grade(s) while on Academic Probation, regardless of the cumulative GPA or academic standing, they will be suspended for one term and must follow the Academic Suspension Policy.

Academic Suspension

An M.A.T. student in good standing who fails two or more courses in a term, regardless of term or cumulative GPA, will be suspended from the University for one term.

The student on Academic Suspension is not guaranteed the opportunity to return to the University. The suspended student must apply for reinstatement to return to the University and program after the one-term absence. Reinstatement

criteria are established by the college or school that houses the student's graduate program and are listed in the Reinstatement Procedures section, which follows the College, Department, or Program-Specific Standards section.

Reinstatement requests are made to the Graduate School, who facilitates the process with the academic department. If a student's request for reinstatement is approved, the student returns to the University on Academic Probation.

One of three possible actions will be implemented for a reinstated student on Academic Probation at the end of each term of enrollment:

1. A reinstated student who earns a term GPA of 3.0 or higher and raises his or her cumulative GPA to 3.0 or higher will return to Good Academic Standing.
2. If a reinstated student's term GPA is 3.0 or higher, but the cumulative GPA remains below 3.0, he or she will remain on Academic Probation.
3. If a reinstated student earns a term GPA below 3.0 or fails another course while on Academic Probation, regardless of the cumulative GPA, he or she will be academically dismissed from the program of study**.**

Unsatisfactory Grades

Students enrolled n Field Experience Courses (Internship/Externship/Practicum)

- Students who earn a grade of Unsatisfactory in Internship, Externship, or Practicum will be placed on Academic Probation, regardless of the cumulative GPA.
- A student who earns a Satisfactory grade in Internship, Externship, or Practicum the subsequent semester will return to Good Academic Standing.
- Students who earn a second grade of Unsatisfactory in Internship, Externship, or Practicum will be dismissed from the program, regardless of the cumulative GPA.

Students Enrolled in Comprehensive Exam Courses

- Students who earn a grade of Unsatisfactory will be placed on Academic Probation, regardless of the cumulative GPA.
- A student who earns a Satisfactory grade the subsequent semester will return to Good Academic Standing.
- If a student earns a second Unsatisfactory grade while in Good Academic standing, they will be placed on Academic Probation. If a student earns a second Unsatisfactory grade while on Academic Probation, they will remain on Academic Probation.
- Students required to pass a comprehensive, exit, or National exam to successfully complete their graduate program must pass the identified exam within three attempts. Those who do not pass within the specified attempts will be dismissed from the program.

M.Ed. in Professional Counseling

All students enrolled in CEP programs must maintain a cumulative graduate-level GPA of 3.0 or higher to remain in good academic standing. Any student earning a C in a core course (all courses required for graduation) must retake the course, regardless of the cumulative GPA, and earn a grade of B or higher. A grade of C in a non-core course will not be included in the student's approved plan of studies. The student may retake the same course or substitute another graduate-level course (approved by the advisor) one time. The student must earn a B or higher in order for the grade to be included in the approved plan of study. The repeated course will not replace the grade for the original course; all grades will be calculated to comprise the cumulative GPA.

Dismissal from the Program

Earning an Unsatisfactory, two C's, or an F will result in dismissal from the program.

Ed.S. in Professional Counseling

All students enrolled in CEP programs must maintain a cumulative graduate-level GPA of 3.0 or higher to remain in good academic standing. Any student earning a C in a core course must retake the course, regardless of the cumulative GPA, and earn a grade of B or higher. A C in a non-core course will not be included in the student's approved plan of studies. The student may retake the same course or substitute another graduate-level course (approved by the advisor) one time. The student must earn a B or higher in order for the grade to be included in the approved plan of study. The repeated course will not replace the grade for the original course; all grades will be calculated to comprise the cumulative GPA.

Dismissal from the Program

Earning an Unsatisfactory, two C's, or an F in a core class will result in dismissal from the program.

Ed.D. in Professional Counseling and Supervision

Students must maintain a semester average of at least 3.0 on a 4.0-point scale.

Academic Probation

Students who earn one C or U and still maintain a 3.0 GPA will be placed on academic probation and must work with their advisor to design a Student Development Plan to remediate deficiencies.

Students earning a C or U in a core course must retake the course, regardless of the cumulative GPA, and earn a grade of B or higher. A C or U in a non-core course will not be included in students' approved plan of studies. Students may retake the same course or substitute another graduate-level course (approved by the advisor) one time. Students must earn a B or higher for the grade to be included in the approved plan of study. The repeated course will not replace the grade for the original course; all grades will be calculated to comprise the cumulative GPA.

Dismissal from the Program

Students who earn two Cs or two U's (or a combination of one C and one U) or one F during the course of study will be dismissed from the program.

M.Ed. in Speech-Language Pathology

Academic Standards
Students will be evaluated each term on the basis of course grades and their ability to meet course objectives and professional standards as outlined by KASA standards. The academic standing of graduate students is classified as follows:

Good Academic Standing
Good Academic Standing is defined for graduate students as grades of S, A, or B in all courses, both academic and clinical.

Academic Probation
A student who earns a grade of C, F, or U in any course, academic or clinical, will begin the next term on Academic Probation. A student must earn grades of S, A, or B in each course while on Academic Probation. The student will be required to retake the course in which the unsatisfactory grade was earned during the next term that the course is regularly offered. The student will remain on academic probation until this requirement has been satisfied. One of three possible actions will be implemented for a student on Academic Probation at the end of each term of enrollment:

- A student who earns a grade of S, A, or B in each course will remain on Academic Probation but will be permitted to continue in the program.
- A student who earns grades of B or higher in each course AND retakes course(s) in which a C, F, or U was earned, successfully raising the grade to S, A, or B, will return to Good Academic Standing.
- A student who earns a grade of C, F, or U in any course while on Academic Probation, will be suspended for one term.

Academic Suspension
A student on Academic Probation who earns a grade of C, F, or U in any course, will be suspended from the university for one term. One term is defined as the Fall, Spring, or Summer term. The Summer term includes all sessions; thus, a suspended student is required to remain out of all sessions that comprise the Summer term. An Academic Suspension Appeal may only be reviewed through a grade appeal or hardship withdrawal. The student on Academic Suspension is not guaranteed the opportunity to return to the University. The suspended student must apply for reinstatement to return to the University and program after the one-term absence. If a student's request for reinstatement is approved, the student returns to the University on Academic Probation. One of three possible actions will be implemented for a reinstated student on Academic Probation at the end of each term of enrollment:

1. A reinstated student who earns grades of S, A, or B in each course will remain on Academic Probation but will be permitted to continue in the program.
2. A reinstated student who earns grades of B or higher in each course AND retakes course(s) in which a C, F, or U was earned, successfully raising the grade to S, A, or B, will return to Good Academic Standing.
3. A reinstated student who earns a grade of C, F, or U in any course while on Academic Probation will be dismissed from the University.

Dismissal from the Program
If a student's application for reinstatement following a term suspension is denied by the college or school which houses the student's graduate program, the student will be academically dismissed from the University. A reinstated student on Academic Probation who earns a grade of C, F, or U will be academically dismissed from the University. An Academic Dismissal may only be reviewed through a grade appeal or hardship withdrawal.

Ed.D. in School Improvement

Dismissal from the Program

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

A student will be dismissed from the program for any of the following reasons:

- Two C's in coursework
- One F in coursework
- A combination of a C in coursework and a U in dissertation hours in any semester.

Doctoral Students

1. Doctoral students who earn a grade of Unsatisfactory will be placed on Academic Probation, regardless of the cumulative GPA.
2. Doctoral students who earn a second grade of Unsatisfactory will be dismissed from the program of study, regardless of the cumulative GPA.
3. A student who earns a Satisfactory grade the subsequent semester will return to Good Academic Standing.

College of Humanities, Arts, and Social Sciences

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

The following programs do not accept letter grades of C as part of a program of study in the College of Arts, Culture, and Scientific Inquiry. A student will be dismissed from the program if they earn two C's or one F.

- M.A. in English
- M.A. in History
- M.A. in Psychology

- Ph.D. in Psychology: Consciousness and Society
- Certificate in Museum Studies
- Certificate in Public History

The following information applies to the M.A. in Sociology program.

1. Only one C in all courses can be applied toward the degree.
2. Students earning a second grade of C or one F or one WF or one U will be suspended from the University for one term.

College of Mathematics, Computing, and Sciences

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

1. Students earning a second grade of C or one F or one WF or one U will be suspended.
2. Only one C in all courses can be applied toward the degree.
3. Students must complete:

- CS 6910 (Project I) by earning a grade of "S"
- CS 6920 (Project II) or CS 6986 (Internship) by earning a grade of "S"

Richards College of Business

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

Tanner Health School of Nursing

Students are required to earn minimum grades of B or S in all graduate courses in the MSN and EdD programs. Students who:

- Earn a grade of C or WF in one course, including a dissertation course, may repeat the course one time.
- Earn a grade of C or WF in any two courses, or earn two Us in NURS 9015, NURS 9020, NURS 9021, or NURS 9022 will be dismissed from the program.
- Earn a final grade of U in NURS 9019 - Comprehensive Exam will be dismissed from the program.
- Earn an F in any one course will be dismissed from the program.

University College

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

Reinstatement Procedures

Students who wish to return to UWG to continue their graduate studies and were academicall suspended or dismissed needs to request reinstatement through the Graduate School's Office of Graduate Support Services.

A student who wishes to request reinstatement after suspension must sit out at least one full term. The student needs to complete the "Request for Reinstatement" form and submit it to the Graduate School. The form will be routed to the appropriate graduate program faculty for review. The program will then forward their recommendation to the Dean of

The Graduate School, or designee. The Dean of the Graduate School, or designee, will then notify the appropriate graduate program director, the Office of the Registrar, and the student regarding the Graduate Dean's decision. A graduate student who is granted a reinstatement needs to agree to the remediation plan developed by the graduate program. Any deviation from the remediation plan may result in permanent dismissal.

A student who has been academically dismissed, as it relates to grades, may request reinstatement after three full terms of non-enrollment. The student needs to complete a new graduate application through the Office of Graduate Admissions within the Graduate School.

Individual graduate programs may have additional expectations and/or grading policies. Please see specific graduate program sections of the catalog for additional information on graduate expectations.

Certificates

Embedded Certificates

Embedded certificates are those certificates where the courses required to earn the certificate are embedded into a major or degree program and are only awarded at the completion of a specific degree program. These certificates are intended to encourage students to use the elective requirements in their degree program to form a coherent concentration of coursework in a specified area.

Specific Requirements for Embedded Certificates

1. Embedded certificates are not a stand-alone program; students must be enrolled in the degree program in which the certificate is embedded. Embedded certificates are only awarded in conjunction with the completion of a degree.

2. Students are required to declare their intent to pursue an embedded certificate. Students must declare their intentions to pursue an embedded certificate to the department that offers the certificate prior to or in conjunction with applying for graduation and should also notify their academic advisor to assure proper academic advising.

3. Complete a minimum of 9 semester hours of required coursework for the approved embedded certificates.

4. A minimum of 6 semester hours of the courses must be numbered 6000 and above.

5. All credit-bearing courses applied towards the embedded certificate will also fulfill and share with any other requirement for the student's degree.

6. Students must attain a minimum grade point average of 3.0 in courses used to satisfy the embedded certificate.

7. In conjunction with a completed degree program, embedded certificates will be listed on the official academic transcript.

Stand-Alone Certificates

Stand-alone certificates are those certificates that comprise a prescribed program of study that may not be associated with a degree, major or minor. These certificates represent a cohesive program of study of a smaller size than a degree program and provide more flexibility to those looking to pursue continued education, including a means for professionals to renew and retrain due to an ever-changing workforce.

Specific Requirements for Stand-Alone Certificates

1. Students must be admitted into a stand-alone certificate program by meeting the minimum requirements set forth by the certificate program.

2. Students may enroll in conjunction with a degree program or as a non-degree seeking student.

3. Unless otherwise stated in the certificate program of study, all courses applied towards the stand-alone certificate will also fulfill and share with any other requirement for the student's degree.

4. Complete at least 9 semester hours of required coursework for the approved certificate program.

5. All courses comprising a stand-alone certificate must be 5000 or greater.

6. Students must attain a minimum grade point average of 3.0 in courses used to satisfy the certificate.

7. Students must apply to graduate with stand-alone certificates through the Office of the Registrar and by the Graduation Application Deadlines outlined in this catalog. Students concurrently pursuing a stand-alone certificate and a degree must apply to graduate at the same time as their degree. Students may graduate with their degree and re-admit as a non-degree seeking student to complete stand-alone certificate requirements.

8. Students who earn a stand-alone certificate will have their accomplishment noted on their official academic transcript and will receive a certificate of completion.

9. Students who earn a stand-alone certificate from the University of West Georgia within the last 7 years can apply all credits to a new degree requiring the same or closely aligned courses, one-time, with graduate program coordinator approval.

Change of Program

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

Class Absence

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

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

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

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

Students are expected to attend each class meeting. Students absent from class while officially representing the University or observing religious holidays should generally not be penalized in the calculation of final grades, as long as they provide advance notice and expeditiously make arrangements to complete any missed work.

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

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

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

Course Repeat Protocol

A student may repeat a course taken at the University of West Georgia in order to replace an earlier grade earned. The academic standing and institutional GPA will be based on the highest grade earned. If a student repeats a course and earns a lower grade, the highest grade from a previous attempt will be used in calculating the academic standing and institutional GPA.

In the case of courses with variable course titles, the repeated course must have the exact same title as the original course.

- All course attempts will remain on the official transcript. The highest grade earned will be designated by an "I" (include in GPA); all other attempts will be designated by an "E" (exclude from GPA).
- This policy applies only to graduate students repeating coursework for graduate classes that have not been applied to a previous graduate degree obtained from the University of West Georgia.

Double Wolf Pathways

The Double Wolf Initiative is a formal program at the University of West Georgia that creates a clear pathway for undergraduates to earn a second degree - a master's - at UWG. Whether a student wants to get a head start during their bachelor's, transition smoothly into a graduate program at graduation, or apply later in their senior year, Double Wolf is designed to help students continue as Wolves.

Double Wolf includes three pathways:

- Start Early - begin master's coursework while you finish your bachelor's, similar to how dual enrollment lets high school students take college classes early.
- Direct Admit - high-performing UWG undergraduates are automatically admitted into an aligned master's program with the application fee waived.
- Apply & Continue - UWG undergraduates who do not qualify for Start Early or Direct Admit apply through the regular graduate admissions process with support from the Graduate School.

Together, these pathways make it easier for UWG students to pursue a second degree right after - or even before - undergraduate graduation.

Double Wolf - Start Early

Think of Start Early like dual enrollment, but for graduate school. Just as dual enrollment lets high school students earn college credit before graduation, Start Early lets outstanding UWG undergraduates begin earning credit toward a

master's degree while still finishing their bachelor's. Students can count up to 12 graduate credit hours toward both degrees.

A student's Start Early pathway can be a direct match between their majors or a related field that fits their career goals:

- Direct alignment - for example, an English major moving into the M.A. in English.
- Indirect alignment - for example, an English major moving into the MBA to build business skills for a publishing or media career.

Acceptance into Start Early is approved in collaboration with the student's undergraduate department and the graduate program the student wants to enter. For most pairings, the graduate course simply replaces a more advanced version of an undergraduate course (for example, HIST 4000 American History counted in place of HIST 6000 American History) or replaces an undergraduate elective. If the pairing is less traditional, such as an English major counting a business course toward a core requirement, the student must include a short justification in the application explaining how the graduate course covers the undergraduate learning outcomes.

Once approved, the student may take up to 12 credit hours of graduate-level courses across multiple semesters, with sign-off from the undergraduate program coordinator (or chair / assistant chair) and the graduate program coordinator. Those credits count toward both the bachelor's and the master's.

Minimum Eligibility Requirements

To apply for Start Early, a student must:

- Have completed at least 75 credit hours toward your bachelor's degree,
- Have completed at least 30 credit hours of undergraduate coursework at UWG, and
- Have a minimum UWG undergraduate GPA of 3.2.

Please note: Some master's programs require more than 75 credit hours or a higher GPA than the 3.2 minimum. A student must meet both the general Start Early requirements and any additional requirements set by the specific master's program before being accepted. Any program-specific requirements will be posted on the Start Early website.

How to Apply

To apply to a Start Early pathway:

1. Confirm that the student meets the Graduate School's minimum eligibility requirements, plus any higher GPA or credit-hour requirements set by the specific master's program.
2. Meet with your undergraduate program coordinator (or chair / assistant chair) and the master's degree graduate program coordinator to get preliminary approval and identify the graduate-level courses that will count toward both degrees.
3. Complete the graduate application for the Double Wolf - Start Early degree pathway.

The Graduate School will review the application and coordinate approvals with the relevant academic departments. Once all approvals are received, the student will be accepted into the Start Early pathway and must follow the plan outlined in the application. The Graduate School will notify the Registrar's Office of the decision and the approved graduate-level courses.

Full admission into the master's program is not granted until the student's final undergraduate grades and GPA have been verified after the student earns the bachelor's degree.

Note: Some master's programs are not available through Start Early due to accreditation standards. Check the Start Early website for the current list of participating programs.

After You Graduate

Once the student earns the bachelor's degree, the Graduate School will automatically review the transcript to confirm the student is ready to move directly into the master's program. To advance, the student will need:

- A minimum 3.0 undergraduate GPA, and
- A grade of "B" or higher in every graduate-level course the student took as part of Start Early.

If the student meets these criteria, the student can be automatically admitted into the master's program upon request - no separate application required, [MV1] [MS2] provided they begin the master's program within three full academic terms of earning their bachelor's degree.

If the student's final undergraduate GPA falls below the threshold, the student will not be auto-advanced but is still encouraged to apply. Strong performance in graduate-level coursework may still support admission.

Double Wolf - Direct Admit

Direct Admit is built for high-performing UWG undergraduates who are already on track for graduate school. Qualifying students are automatically admitted into an aligned master's program - no separate application essay process, and the application fee is waived. The offer for automatic admission is only applicable for the first available semester of their desired program. [MV3]

Eligibility

A student qualifies for Direct Admit if they:

- Have completed at least 100 earned credit hours,
- Have earned at least 30 credit hours at UWG,
- Have a 3.2 cumulative GPA or higher, and
- Apply to a graduate program aligned with your undergraduate major.

If the student's undergraduate major does not have a direct match, the student may still be eligible for automatic admission with advisement from the Graduate School - as long as the master's program does not require a specific undergraduate degree.

Eligible Master's Programs

- Master of Business Administration (MBA)
- M.S. Business Analytics
- M.S. Strategic Cybersecurity & Information Management
- M.S. Biology
- M.S. Applied Computer Science
- Master of Public Administration (MPA) - concentrations in Criminology
- M.S. Digital and Social Media Communication
- M.Ed. Elementary Education
- M.Ed. Higher Education Administration
- M.A. English
- M.A. History
- M.A. Psychology
- M.MUS Music - concentrations in Education and Performance
- M.Ed. Instructional Technology, Media & Design - concentration in School Librarianship

- M.S. Integrative Health & Wellness
- M.Ed. Physical Education
- MPAcc Professional Accounting in Data Analytics
- MAT Special Education
- M.Ed. Special Education
- M.S. Sport Management

Programs Not Readily Available Through Direct Admit

Some programs have limited cohort sizes, admission restrictions, or additional admissions criteria that may require students to use the Apply & Continue pathway instead:

- M.Ed. Professional Counseling - Clinical Mental Health and School Counseling concentrations (space restricted)
- M.Ed. Speech Pathology (space restricted)
- M.Ed. Reading Instruction (3 years of teaching required)
- MSN (2 years of nursing experience required)
- MAT in Secondary Education
- MAT in Elementary Education

Double Wolf - Apply & Continue

Apply & Continue is for UWG undergraduates who do not qualify for Start Early or Direct Admit but are still strong candidates for graduate study at UWG. This pathway uses the regular graduate admissions process, with support from the Graduate School to help students continue as Wolves.

Apply & Continue may be the right fit for a student who:

- Have a GPA below the Direct Admit threshold but at or above the master's program's minimum admission GPA,
- Are too far along in their undergraduate program to benefit from Start Early,
- Have a course schedule or program structure that doesn't allow Start Early participation, or
- Are first considering graduate study in your final semester.

Apply & Continue keeps graduate study at UWG within reach for a wide range of students not just those who started planning early or earned the highest GPAs.

Students should visit the Double Wolf website (to learn more, talk with their academic advisor about their options, and connect with the graduate program coordinator for the master's degree they are interested in.

Course Requirements for Program Completion

Although Academic Advisors provide guidance, the student must complete all requirements in their published Program of Study. Any exception to the published Program of Study must be authorized in writing by the graduate program coordinator.

Undergraduate or graduate students may enroll in 4000/5000 cross-leveled courses. Undergraduate students can refer to the Accelerated Bachelors to Masters pathway for additional options. Graduate students enrolled in these courses must register at the 5000 level and must complete assignments that place greater cognitive demands on them than an undergraduate.

At least half of the courses in a Program of Study for a master's degree must be from the 6000 level, from 7000 or above for specialist degrees, and 8000 or above for doctoral degrees. Exceptions to any of these degree requirements require approval from the Graduate Program Coordinator and the Dean of the Graduate School

Family Educational Rights and Privacy Act (FERPA): Confidentiality of Student Records

Notification of Rights under Family Educational Rights And Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. **Right to Inspect and Review Education Records**

Students have the right to inspect and review their education records within 45 days of submitting a written request to the institution's Registrar. The institution will arrange access and notify the student of the time and place where the records may be inspected.

2. **Right to Request Amendment of Records**

If a student believes their education records contain inaccurate or misleading information, they have the right to request an amendment. The request must be submitted in writing, clearly identifying the part of the record to be amended and explaining why it is inaccurate or misleading.

If the University of West Georgia decides not to amend the record as requested, the University of West Georgia will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **Right to Provide Written Consent Before Disclosure**

Students have the right to provide written consent before the institution discloses any personally identifiable information (PII) from their education records, except as authorized under FERPA. Directory Information, as defined below, may be disclosed without prior consent unless the student has opted out.

University officials may disclose education records without a student's prior written consent to certain parties under certain conditions, as allowed by FERPA, including:

- School officials with legitimate educational interests.
- Other schools to which a student is transferring.
- Specified officials for audit or evaluation purposes.
- Appropriate parties in connection with financial aid.
- Organizations conducting certain types of studies for or on behalf of the school.
- Accrediting organizations.
- Compliance with a judicial order or lawfully issued subpoena.
- Appropriate officials in cases of health and safety emergencies.
- Parents of dependent students, as defined in section 152 of the Internal Revenue Code of 1986.
- Upon request or initiated by the student.

4. **Right to Opt-Out of Directory Information Disclosure**

Students may choose to opt out of the disclosure of Directory Information by submitting a written request. Once the request is submitted, the institution will withhold Directory Information from public disclosure. Important: Opting out does not prevent the institution from disclosing Directory Information to school officials with legitimate educational interests, including certain institution administrators, faculty, and contracted service providers.

5. **Right to File a Complaint with the U.S. Department of Education**

Students who believe the institution has failed to comply with FERPA may file a complaint with the U.S. Department of Education at the following address:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington, DC 20202-8520

Directory Information includes name, major field of study, dates of attendance, most recent educational institution attended, enrollment status, classification, degrees, honors, and awards received, participation in officially recognized activities and sports, height and weight of athletes, institution-assigned email address, hometown, and thesis/dissertation title.

University officials may provide Directory Information concerning a student unless the student files a Non-Disclosure Form with Student Solutions. This form must be filed annually by September 15 to assure that locator information not be published in the student directory. 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.

Grade Appeals

Students have the right to appeal a course grade. The student should first discuss concerns over awarded grades with th efaculty member, prior to filing a frormal grade appeal. Formal grade appeals must be submitted in writing, using the UWG Student Grade Appeal Form found on the Registrar's website at https://www.westga.edu/student-services/registrar/forms.php and following the procedures outlined below. All grade appeals, regardless of their nature, shall be initiated no later than one month from the date on which final grades were due in the course. Grade appeal forrms will not be accepted after this deadline for any reason. This policy applies to Fall, Spring, and Summer semesters.

There are two types of grade appeals:

1. Dishonesty Grade Appeal - If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal, their case should be considered a Dishonesty Grade Appeal. Appeals of grades assigned due to an allegation of Academic Dishonesty may be made as soon as a grade penalty on the grounds of academic dishonesty has been levied against a student.
2. Grade Determination Appeal - If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal. Grade determination appeals must be made after the final course grade is assigned.

Fairness and Procedural Safeguards Governing Cases of Academic Dishonesty

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

1. The subcommittee will hear a case only if the student has exhausted all administrative remedies through the appropriate department chair and their college dean.

2. The subcommittee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
3. The burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.
4. The student appearing before the committee shall have the right to be assisted by an advisor of their choice.
5. During the hearing the student shall have the opportunity to testify and to present evidence and witnesses on their behalf. They shall have opportunity to hear and question adverse witnesses. In no case shall the subcommittee consider statements against a student unless the student has been given an opportunity to rebut unfavorable inferences that might otherwise be drawn.
6. All matters upon which a decision will be based must be introduced at the proceeding before the subcommittee. Any conclusions drawn by the subcommittee shall be based solely upon such evidence.
7. In the absence of a transcript, an audio recording of the hearing shall be made.
8. Appellants who fail to appear after proper notice will have their cases heard in absentia.
9. The chairperson of the subcommittee will submit in writing to the Provost/designee the conclusions and recommendations of the subcommittee.
10. Ultimately, final authority for all student appeals rests with the President of the institution. See the Board of Regents Policy Manual for more information.

Fairness and Procedural Safeguards Governing Grade Determination Appeals

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

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

Grading System for Graduate Students

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A - Superior Scholarship (4.00)

B - Average Performance (3.00)

C - Below Average Performance (2.00)

F - Failure (0.00)

Thesis/Dissertation Grading: Thesis and dissertation hours are graded with an S (satisfactory) or U (unsatisfactory). Some programs award a letter grade during the last semester when the thesis or dissertation is successfully defended.

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

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

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

I This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond their control, was unable to meet the full requirements of the course. An "I" must be removed by the completion of work within one calendar year or the "I" will become an "F". The F grade will be calculated into the grade point average.

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

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

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

W This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period, including final examinations, except in cases of hardship as determined by the appropriate official of the respective institution.

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

Graduate Course Loads

Maximum Course Load for all Graduate Students

Graduate students who want to take an overload, defined as more than 12 credit hours, must obtain permission from the Director of their graduate program and from the Dean of the Graduate School. Some programs may require additional levels of approval.

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

Graduate Course Loads for Financial Aid Eligibility

To be eligible for Federal Student Aid (FSA), a graduate student must be enrolled at least half time. To be enrolled half time, a student must be taking at least half the course load of a full-time student. Full-time enrollment for a graduate student is 6 credit hours and half-time enrollment is 3 credit hours. These minimum enrollments apply consistently across all terms: Fall, Spring, and Summer.

	Fall	Spring	Summer
Full-Time	6	6	6
Half Time	3	3	3

Graduate Course Loads for Graduate Assistantship Eligibility

Graduate Assistantships are classified by function or purpose and include Graduate Assistantships (GAs), Graduate Research Assistantships (GRAs), and Graduate Teaching Assistantships (GTAs). GAs, GRAs, and GTAs must register for and earn 6 semester credit hours related to their program of study, or the equivalent, to be eligible for a Graduate Assistantship for the Fall or Spring terms. During the Summer term, the minimum enrollment is 3 semester credit hours.

	Fall	Spring	Summer
Minimum Required Enrollment	6	6	3

Graduation

Graduation Processes

The University of West Georgia awards degrees and stand-alone certificates three times a year to the students who have applied, have a minimum of a 3.00 overall grade point average, and who are meeting all graduation requirements at the time final grades are posted. How to Apply:

Graduate Degree

Students seeking a graduate degree should submit the Graduation Application along with the $55 (per degree) application fee through the online application in Student Self Service by the appropriate deadline listed below.

Stand-Alone Certificate

Students seeking stand-alone certificates should submit the Graduation Application along with the $25 (per stand-alone certificate) application fee through the online application in Student Self Service by the appropriate deadline listed below. Certificate students do not attend the commencement ceremony.

Graduation Application Deadlines:

Spring Degree Certificate Completion - October 1

Summer Degree Certificate Completion - March 1

Fall Degree Certificate Completion - June 1

Graduation Applications are available six months prior to the application deadline. Application instructions are available on the UWG Graduation website (https://www.westga.edu/graduation).

Students must submit a graduation application and fee for each degree or stand-alone certificate they are pursuing. The graduation application and non-refundable application fee (per degree or stand-alone certificate) can be deferred up to one year from the initial term of scheduled graduation. For example, a student who applies for Spring 2024 graduation would have until Spring 2025 to graduate without having to complete another application for graduation or pay an additional fee. If the student does not graduate within one year from the originally scheduled graduation date, the student must reapply for graduation and pay the required application fee again.

A student's graduation will be delayed one semester if:

- all incomplete (I) grades are not removed and a grade recorded in the Registrar's Office by the grade deadline of the term in which the student is graduating;
- transient, study abroad, credit by exam or any other type of credit is not recorded in the Registrar's Office by the grade deadline of the term in which the student is scheduled to graduate;
- the student is not meeting graduation requirements after grades are posted for the term in which the student is scheduled to graduate.

Commencement

Students are encouraged to attend the commencement ceremony. If attendance is not possible, the student should notify the Registrar's Office. A student may participate in only one commencement ceremony per degree earned.

University of West Georgia hosts commencement ceremonies twice a year, in the Fall and Spring semesters. Students completing degree requirements in the Summer semester may participate in either the Fall or Spring ceremony based on their remaining credit hours for degree completion. Doctoral students must complete all degree requirements including ProQuest before they are eligible to participate in commencent. Any non-doctoral student with 6 credit hours or less for degree completion in the Summer semester may participate in the Spring ceremony immediately preceding. Any non-doctoral student with more than 6 credit hours for degree completion in the Summer semester may participate in the Fall ceremony immediately following.

Doctoral students who complete all degree requirements, including ProQuest, in the Summer will default to the Fall Commencement Ceremony.

Hardship Withdrawal

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

Physical

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

Psychological

Examples include extreme mental duress suffered from traumatic experiences, of the severity and frequency to prevent completion of course work. Necessary documentation to support such claims would include a memo from a Counseling

Center counselor that includes dates of treatment and a clear recommendation of whether a hardship withdrawal be given.

Personal

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

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

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

To request a hardship withdrawal, students must complete the Request for Hardship Withdrawal Form and provide documentation in support of the claims warranting the request. The Request for Hardship Withdrawal Form and additional information can be found at https://www.westga.edu/assets/registrar/docs/Hardship_Withdrawal_Form_RevNov2022_Fillable.pdf

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

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

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

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

- A hardship withdrawal does not remove courses from the academic record. Course grades are converted to W's for the hardship withdrawal semester.

- The W grades do not count against the overall grade point average.
- The W grades will impact the Financial Aid Pace of Progression calculation because none of the courses in the hardship withdrawal semester are completed. See the Satisfactory Academic Progress Policy for financial aid eligibility at https://www.westga.edu/student-services/financialaid/satisfactory-academic-progress.php for more information.
- Students who are granted a hardship withdrawal do not receive refunds of expenditures associated with the hardship withdrawal term.

Institutional Review Board (IRB)

Any research involving human subjects, whether funded internally or from extramural sources, or not funded, that is undertaken by UWG faculty, staff, or students, supported by or conducted at the University of West Georgia, must be reviewed and approved by the IRB prior to soliciting subjects or collecting any data from any human subjects. The IRB defines research as a systematic investigation (i.e., having or involving a system, method, or plan) conducted to develop or contribute to generalizable knowledge about the human experience. It is understood that such research may be disseminated by publication or in a public or professional forum.

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

Registration for Thesis or Dissertation Hours

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

Responsible Conduct of Research

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

Study Abroad and Resident Credit

Students shall receive resident credit for University-sponsored studies abroad programs (including short-term and semester exchange programs) for which course registration and fee payment are made through the University.

Time Limits to Complete a Graduate Degree

The Ed.D. in Nursing Education Program must be completed within seven years.

Degree programs in the College of Education must be completed within seven years.

The Ph.D. in Psychology: Consciousness and Society program must be completed within eight years.

The M.S. in Applied Computer Science program must be completed within three years.

All other graduate degree programs must be completed within six years.

It is expected that a student will complete the degree program with reasonable continuity. A student called into military service or a student with extraordinary circumstances may apply for an extension of time. The student should submit the Degree Time Limit Extension Form, the Timeline for Degree Completion, and a letter of appeal to the director of his/her graduate degree program. These forms are available at this link: https://www.westga.edu/academics/gradstudies/student_forms.php. The time limit exception must be approved by the Program Director, the Dean in the college or school, and the Dean of the Graduate School.

Technology Access

The University of West Georgia requires all students to have ready access to a computer as students will be expected to use a computer for coursework. A personal computer is recommended but not required. The University provides some computer labs on campus; access to these labs at times may be limited. The University also provides access to virtual labs at https://www.westga.edu/its/virtual-computer-lab/. A list of current software in the virtual labs can be found at https://www.westga.edu/its/virtual-computer-lab. Students are responsible for making plans necessary for timely completion of their class assignments. The University provides all students access to email, word processing, spreadsheet, and web browsing software. For more details on what is recommended see https://www.westga.edu/its/sits/new-students-faq.php.

Transfer Credit

Graduate work taken at other accredited institutions must be evaluated and approved by the program director and/or graduate committee of the respective program in order to satisfy degree requirements at the University of West Georgia. Transfer credit is at the discretion of program faculty and approved by the Graduate School.

Restrictions:

1. Such transfer credit cannot exceed 25% of the total semester hours required for the degree.
2. No grade below B may be accepted.
3. Individual degree programs may have additional specific requirements or limitations for transfer credit.
    1. Transfer credit must have been completed within the six to eight-year period allowed for the completion of degree requirements. Refer to the Time Limits to Complete a Graduate Degree policy for more information. The period for transfer credit will be calculated from the first date of the semester of entry to the degree program at UWG.

        a. For example, if courses were taken on August 1, 2015 (Fall 2015) and are not transferred before July 31, 2022 (Summer 2022) those courses would not be eligible for a program with a six-year or seven-year degree time limit and a Time Limit Degree extension cannot be applied for credit not currently counting towards a graduate degree.
4. Graduate coursework may not substitute or transfer more than one level (i.e., A 5000-level course may not substitute for an 8000 level course).

5. Coursework applied to a completed degree at an outside institution cannot be transferred.

Credit for Prior Learning or Work Experience

A student may request credit toward a graduate degree for prior learning or work experience. The amount of credit awarded from prior learning and work experiences cannot exceed 25% of the total semester hours required for the degree and counts towards the 25% transfer limit.

Eligibility

- The student must be enrolled in a graduate degree program.
- The prior learning or work experience must be reflected in the enrolled graduate program's curriculum.
- The prior learning or work experience must align with and exceed the learning outcomes of the course for which the credit will be applied.
- The student needs to complete the Credit for Prior Learning or Work Experience form found at :https://www.westga.edu/assets/gradstudies/docs/GraduatePLACreditRequestFill.pdf.

Assessment

- The program faculty must evaluate the prior learning or work experience to determine the amount and applicability of credit. Examples of submissions for evaluation include, but are not limited to, a portfolio, comprehensive exam, or oral defense.
- In the event a certification is being used for prior learning, the faculty may use the certificate as the assessment and may require additional documentation.
- The program faculty determine how many, if any, credits will be awarded and how, or if, those credits will apply to the program.
- Content taken through University of West Georgia's Continuing Education may qualify for Prior Learning Assessment.
- Satisfactory/Unsatisfactory grading will be used for prior learning or work experience.

Restrictions

- Credit from prior learning or work experience will not be awarded for any course a student previously attempted or completed at UWG as a regular or an audit student.
- Credit cannot equate more than the course being replaced. (e.g. 3 hours to 3 hours)

Appeal

- A student may appeal the outcome of the assessment to the Graduate School Dean.

Residency Requirement

To receive a graduate degree from the University of West Georgia, a student must complete at least 75% of the total semester credit hours required for the degree within their graduate program through instruction offered by UWG. Credits awarded from prior learning assessment, coursework transferred from other institutions, and credits earned through a consortium that did not originate from UWG (e.g., cross registration) do not count as instruction offered by UWG. To be counted toward the residency requirement, courses must be completed after the student has been admitted to the degree program except for:

- Non-degree personal enrichment applied to a degree program
- Courses applied from a previous graduate degree earned at the University of West Georgia

Such coursework is considered instruction offered by UWG and is subject to limitations described elsewhere.

Multiple Graduate Degrees

For each subsequent degree sought, a student may be able to apply coursework from a previous graduate degree or graduate certificate earned at the University of West Georgia, provided that the following conditions are met:

- Coursework was completed within the last 7 years
- A minimum grade of "B" was earned for the course
- Graduate coursework may not substitute or transfer more than one level (i.e., A 5000-level course may not substitute for an 8000-level course).

Previous graduate-level coursework must be evaluated and approved by the program coordinator of the current program to count toward degree requirements. Required courses and electives may be fulfilled by courses from a previously earned degree if the course levels align and are approved by the graduate program coordinator.

The exact number of hours permitted to be applied to a subsequent degree will depend on specific degree requirements, may not exceed 50% of the new degree plan of study, and will be determined in consultation with the program coordinator and with approval by the Graduate School if the program is not expressly noted as a combined or dual degree. A student enrolled in an approved dual degree program must follow the stated curriculum and would not be eligible to follow this requirement.

Coursework from a previously earned degree or certificate may only be applied once toward any subsequent degree(s). It should not compromise the integrity or academic rigor of the degree.

Each candidate for a subsequent degree must apply for graduation through the online application available in BanWeb by the posted deadlines.

Transient Status Permission

Students wishing to complete classes at another college or university to count towards their degree at West Georgia must maintain good standing at West Georgia and hold active student status at UWG during transient studies. Prior to taking the course(s), students must complete a Graduate Transient Status Permission Form, which includes the signatures of their advisor, the chair of the department in which the credit shall be granted, and the dean/designee of their major college. If the transient status involves study abroad, students must also obtain the signature of the Director of Education Abroad. International students seeking transient status to another US institution must obtain a signature from the Office of International Student Admissions and Programs (ISAP).

Additional instructions to graduate students:

- A maximum of 25% of program credit hours can be transferred to UWG and applied to your graduate program, with some exceptions. Meet with your Academic Advisor for more information.
- It is your responsibility to take courses that will be accepted as transfer credit at UWG. Discuss with your Academic Advisor to determine which transient courses are appropriate for your program of study. Confirm with the Chair of the credit granting department that the transient course will be accepted for credit at UWG.
- If your academic standing drops to Academic Probation or Suspension after you have been approved for transient status, you should not take courses at the host institution as they will not transfer to UWG
- Grades earned in courses taken as a transient student do not replace previous grades earned in courses taken at UWG. Duplicate credit will not be awarded.

- Transient courses are not calculated into the Institutional GPA, although they do become part of the Transfer GPA.
- Courses completed with grades of "B" or better are accepted as transfer credit provided all other transient conditions are met. Courses with grades of "C" may not be considered for transfer credit. Contact your Academic Advisor and Director of your graduate program for more information.
- It is your responsibility to have the transcript from the host school sent to the UWG Registrar's Office after course work is completed.
- It is not recommended that you take courses as a transient student during your final semester before graduation, because the transcript from the host institution may not be received by the UWG Registrar in time for graduation. If this happens, your graduation will be delayed one semester.
- It is the student's responsibility to confirm that approval has been granted for transient status before enrolling at the host institution. Students who do not get prior permission may not be awarded credit for coursework.

The University Year and Definition of a Credit Hour

The University is organized on the semester system. There are two semesters of approximately 15 weeks, a three-week term in May, and summer semesters of approximately four and eight weeks.

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks of instructional time. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

Withdrawal from the University

A student who wishes to withdraw from the University needs to submit a Complete Withdrawal Form: https://www.westga.edu/assets/registrar/docs/Complete-Withdrawal-Form-Updated_2022-fillable.pdf.

The student will be awarded a withdrawal grade of W or WF in each course based on the withdrawal period deadline (See the Registrar's Calendar). The student is not withdrawn until the Registrar's Office has processed the form. Failure to officially withdraw will result in grades of F for all courses that semester, which will impact the student's Academic Standing.

A student may be administratively withdrawn from the University under certain conditions. This may occur when the Vice President for Student Affairs, in consultation, when appropriate, with the student's parents or spouse, the Director of the Counseling Center, and/or the Director of Health Services, determines that the student suffers from a physical, mental, emotional, or psychological health condition which:

1. Poses a significant danger or threat of physical harm to the person or property of others
2. Causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions of the University or its personnel
3. Causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the Student Conduct Code and other publications of the University

Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to a final decision concerning continued enrollment at the University.

Student Guide to Degree Progression (WolfWatch)

WolfWatch is a web-based advising tool that provides real-time advice on degree completion. This system is designed to aid and facilitate academic advising. It is not intended to replace face-to-face advising sessions. WolfWatch is available to all degree seeking graduate students.

Disclaimer

The Graduate School Dean or designee may, at their discretion, waive or modify any of the foregoing in consultation with the appropriate unit when applicable.

Programs of Study

The University of West Georgia offers the degrees listed below.

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

Combined Master of Professional Accounting/Master of Business Administration

• Combined Master in Professional Accountancy (MPAcc) in Data Analytics and Master of Business Administration, M.B.A.

Master of Arts

• English, M.A.
• History, M.A.
• Psychology, M.A.

Master of Business Administration

• Master of Business Administration, M.B.A.
• The WebMBA

Master of Arts in Teaching

• Teacher Education, M.A.T., Concentration in Elementary Education
• Teacher Education, M.A.T., Concentrations in Secondary Education: Biology, Broad Field Science, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science
• Teacher Education, M.A.T., Concentrations in Special Education: Adapted Curriculum, General Curriculum

Master of Education

• Elementary Education, M.Ed.
• Higher Education Administration, M.Ed.
• Learning Design and educational Technology, M.Ed., Concentrations in Instructional Technology, School Librarianship
• Physical Education, M.Ed.
• Professional Counseling, M.Ed., Concentrations in Clinical Mental Health Counseling and School Counseling
• Reading Instruction, M.Ed.
• Special Education, M.Ed.
• Speech Language Pathology, M.Ed.

Master of Music

• Master of Music with Concentrations in Music Education and Music Performance, M.M.
Master of Professional Accounting

• Master in Professional Accountancy in Data Analytics, MPAcc

Master of Public Administration

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

Master of Science

- Applied Business Analytics, M.S.
- Applied Computer Science, M.S.
- Biology, M.S.
- Cybersecurity Management, M.S.
- Digital and Social Media Communication, M.S.
- Integrative Health and Wellness, M.S.
- Sport Management, M.S. Concentrations in Intercollegiate Athletics Administration, Sport Analytics

Master of Science in Nursing

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

Doctorate in Education

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

Doctorate in Philosophy

- Psychology, Ph.D.

Endorsement

- Autism Endorsement
- Dyslexia Endorsement
- ESOL Endorsement
- K-5 Mathematics Endorsement
- K-5 Science Endorsement
- Online Teaching Endorsement
- Reading Endorsement
- STEM Education Endorsement

Embedded Certificate

- Embedded Certificate in Applied Data Analytics
- Embedded Certificate in Cyber Security
- Embedded Certificate in Digital Marketing
- Embedded Certificate in Disaster Management in Public Administration
- Embedded Certificate in Human Science Research
- Embedded Certificate in Sales and Consumer Research

Specialist in Education

- Educational Leadership, Ed.S.
- Elementary Education, Ed.S.
- Health, Physical Education, Wellness, and Sport, Ed.S.
- Learning Design and Educational Technology, Ed.S., Concentrations in Instructional Technology, School Librarianship

- Professional Counseling, Ed.S.
- Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Chemistry, English, History, Economics, Mathematics, Physics, and Political Science
- Special Education, Ed.S.

Non-Degree Educator Certification

- Instructional Technology Non-Degree Program

Post-Baccalaureate Certificate

- Post Baccalaureate Certificate in Nonprofit Management and Community Development
- Post-Baccalaureate Certificate in Biomedical Sciences
- Post-Baccalaureate Certificate in College English Teaching
- Post-Baccalaureate Certificate in Conducting
- Post-Baccalaureate Certificate in Creative Writing
- Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods
- Post-Baccalaureate Certificate in Designing with Emerging Learning Technologies
- Post-Baccalaureate Certificate in Geographic Information Systems
- Post-Baccalaureate Certificate in Instructional Technology
- Post-Baccalaureate Certificate in Museum Studies
- Post-Baccalaureate Certificate in Online Teaching
- Post-Baccalaureate Certificate in Planning, Public Safety, and GIS
- Post-Baccalaureate Certificate in Professional Development
- Post-Baccalaureate Certificate in Professional Writing
- Post-Baccalaureate Certificate in Public History
- Post-Baccalaureate Certificate in Public Management
- Post-Baccalaureate Certificate in School Librarianship
- Post-Baccalaureate Certificate in Speech-Language Pathology
- Post-Baccalaureate Certificate in Student Development in Higher Education

Post Master's Certificate

- Educational Leadership Tier 1 Certification Program
- Educational Leadership Tier 2 Certification Program

College of Education

Mike L. Dishman, Dean

678-839-6570

https://www.westga.edu/education/

College of Education Mission

The mission of the UWG College of Education is to produce graduates with the skills and knowledge to meaningfully contribute to Georgia's strong future while leading lives of achievement, purpose, and satisfaction.

Master of Arts in Teaching Degree

The Master of Arts in Teaching is available for those who would like to add a Georgia Educator Certificate to an existing undergraduate degree. Fields of study include Secondary Education, Special Education, and Elementary Education. The program is a good fit for those who are career changers, provisionally-certified teachers, or recent college graduates. For Secondary Education, refer to the College of Education Department of Early Childhood through Secondary Education + Reading website for GaPSC-approved undergraduate degrees and their associated content fields in secondary education. The Special Education and Elementary Education programs accept undergraduate degrees in any field.

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 higher education administration; elementary education; professional counseling (clinical mental health counseling and school counseling); instructional technology, media, and design (instructional technology and school librarianship); physical education; reading instruction; special education; and speech-language pathology.

Students seeking the clinical mental health counseling or school counseling option in Professional Counseling require 60 hours. Both the clinical mental health counseling and school counseling programs in Professional Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and designed to meet academic requirements for licensing as a professional counselor (LPC) in Georgia.

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

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

Regular Admission

The student must hold an undergraduate degree from an accredited college or university with an undergraduate major in, or prerequisites for, the planned field of study where applicable.

For most programs, applicants must have earned a minimum 2.7 undergraduate grade point average calculated on all work attempted in which letter grades were awarded. Contact the Graduate School for information concerning the

graduate program to which you are applying. MAT scores are unacceptable for admission into the M.Ed. programs. Scores from the ETS PRAXIS or Georgia Assessments for the Certification of Educators (GACE) tests are unacceptable for admission into M.Ed. degree programs.

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

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

Specialist in Education Degree

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

The Specialist in Education degree is offered with majors in educational leadership; elementary education; health, physical education, wellness, and sport; instructional technology, media, and design (instructional technology and school librarianship); professional counseling; secondary education (biology, broad field science, business, chemistry, economics, English, history, mathematics, physics, and political science); and special education.

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 for information concerning the graduate program to which you are applying. 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.

Doctor of Education Degree

The College of Education offers a Doctor of Education with three majors: (1) Higher Education Administration, (2) Professional Counseling and Supervision, and (3) School Improvement. The Ed.D. in Higher Education Administration is an applied doctorate that aims to teach students how to appropriately and effectively address critical issues in higher education administration through critical analysis and reflective thought, and teach them to understand, analyze, and utilize literature to influence decisions in higher education. The Ed.D. in Professional Counseling and Supervision prepares counseling professionals to positively impact their clients and communities of service through effective practices and programs, leadership, and advocacy. The Ed.D. in School Improvement offers a unique opportunity for educators looking for an interdisciplinary, inquiry-based doctoral program that prepares graduates to become change agents in the PK - 12 schools they serve.

Internship/Practicum Fee

A course-related fee is associated with internships and practicums to include student teaching, block, and other experiences in educator preparation programs at the University of West Georgia. The fee, which was endorsed by the University of West Georgia Student Government Association is applied to costs associated with field experiences (including supervision travel and mentor teacher development).

COE Early Learning Center

The College of Education (COE) Early Learning Center, is a state-of-the-art early childhood research and demonstration facility. The Early Learning Center is dedicated to four goals: a) to increase the community's capacity for inclusive early childhood care and programming, b) develop models of best practice, c) build family and community partnerships, and d) identify and join a collective group of experts to promote the health, safety, and developmental needs of young children. The Early Learning Center currently houses the following programs for children, ages birth to eight, and their families:

- UWG Pre-Kindergarten Program (Bright from the Start Georgia Pre-K)
- Head Start
- Early Childhood Makerspace and Coding Lab
- Early Childhood Assistive Technology Lab
- Well Start for Early Learning
- *Suri the Spider* collection of social-emotional educator and family resources.

Comprehensive Community Clinic (CCC)

The CCC serves as an educational training facility for undergraduate and graduate students of Speech-Language Pathology, Counselor Education, Early Childhood Education and Special Education programs. Currently, the UWG students provide clinical services in speech-language and counseling along with individual diagnostic and instructional services in reading and mathematics to the West Georgia community. The CCC serves community clients from the surrounding counties in Georgia and Alabama.

Wolf Wellness Lab

The Wolf Wellness Lab is an experiential learning space for the students and faculty of the Health and Community Wellness and Physical Education programs. The Wolf Wellness Lab partners with local, state, and national partners with initiatives related to program evaluation, grant and research-based initiatives.

Fusion Center

The UWG Fusion Center serves as a strategic liaison and project management partner, bridging the gap between academic research and the practical needs of school districts, non-profits, and corporate entities. By mobilizing the collective expertise of our faculty and certified consultants, we broker collaborative projects designed to solve modern workforce and community development challenges. We specialize in delivering tailored leadership programs and professional development modules that provide high-impact, customized solutions for our external partners. This integrated approach ensures that the Center acts as a dynamic engine for educational transformation and professional growth across the region.

Innovations Lab

The Innovations Lab is a state-of-the art hub for experimenting with new technologies (e.g., Apple Vision Pro, VR goggles, 3-D printers, digital robots, artificial intelligence, etc.). In addition to providing an interactive learning space for UWG and P-12 students, the Lab offers training and exploration for educators and other professionals who wish to integrate emerging technologies into their profession. We have a mobile version of the lab, partnering with school districts' technology funding to bring innovation directly to their door. The Lab helps us bridge the funding gap between rural and non-rural schools by bringing curricular enhancements to rural schools in the West Georgia region for reduced or no costs.

UWGLive Simulation Lab

UWGLive offers simulations for all UWG College of Education programs and many external constituents in a variety of mixed-reality, virtual environments. We hire and train our own interactors and create our own scenarios, which allows us to offer customized simulation experiences to other universities and professional clients.

Department of Counseling, Higher Education, and Speech-Language Pathology

Professional Counseling (Clinical Mental Health Counseling, School Counseling)

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

Professor:

J. Whisenhunt (Assistant Chair)

Associate Professor:

M. Jenkins

Assistant Professors:

C. Crawford, K. Tarziers

Learning Outcomes:

The Area of Professional Counseling currently offers three graduate degrees in counseling: M.Ed. in Professional

Counseling (Clinical Mental Health Counseling, School Counseling), Ed.S. in Professional Counseling, and Ed.D. in

Professional Counseling and Supervision. The M.Ed. programs in Clinical Mental Health Counseling and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Academic Good Standing Policy for the M.Ed. and Ed.S. in Professional Counseling

Grades are letter grades of A, B, C, and F for graduate students. The Practicum and Internships are graded with S/U (satisfactory and unsatisfactory). All students enrolled in CEP programs must maintain a cumulative graduate-level GPA of 3.0 or higher to remain in good academic standing. Any student earning a C in a core course (all courses required for graduation) must retake the course, regardless of the cumulative GPA, and earn a grade of B or higher. A grade of C in a non-core course will not be included in the student's approved plan of studies. The student may retake the same course or substitute another graduate-level course (approved by the advisor) one time. The student must earn a B or higher in order for the grade to be included in the approved plan of study. The repeated course will not replace the grade for the original course; all grades will be calculated to comprise the cumulative GPA. Earning an Unsatisfactory, two C's, or an F will result in dismissal from the program.

Academic Good Standing Policy for the Ed.D. in Professional Counseling and Supervision

Students must maintain a semester average of at least 3.0 on a 4.0-point scale. Additionally, the expectation is held that doctoral students demonstrate superior academic performance. Consequently, students who earn two Cs or two U's (or a combination of one C and one U) or one F during the course of study will be dismissed from the program. Students who earn one C or U and still maintain a 3.0 GPA will be placed on academic probation and must work with their advisor to design a Student Development Plan to remediate deficiencies. Students earning a C or U in a core course must retake the course, regardless of the cumulative GPA, and earn a grade of B or higher. A C or U in a non-core course will not be included in students' approved plan of studies. Students may retake the same course or substitute another graduate-level course (approved by the advisor) one time. Students must earn a B or higher for the grade to be included in the approved plan of study. The repeated course will not replace the grade for the original course; all grades will be calculated to comprise the cumulative GPA.

Higher Education Administration

Professors:

R. Akins, M. Varga (Dean, Graduate School)

Assistant Professors:

J. Brock, M. Stewart, R. Viswanath

Learning Outcomes:

The M.Ed. in Higher Education Administration meets the criteria for master's programs in the 10th edition of the Council for the Advancement of Standards in Higher Education (CAS).

Speech-Language Pathology

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

Professor:

L. Farran

Associate Professors:

J. Matthews, L. Ofoe

Lecturers:

J. Gordon, B. Janowski

Instructor:

S. Thompson

Learning Outcomes:

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

Master of Education

Higher Education Administration, M.Ed.

University of West Georgia's Master of Education in Higher Education Administration provides a comprehensive education to those wishing to understand the complexities present in higher education and develop skills to advance in the field. Students will gain knowledge from esteemed scholars and practitioners across various disciplines, such as law, finance, and governance, in addition to the foundational areas, such as social theory and higher education administration. The program will introduce students to multiple disciplines allowing them to make positive contributions in the field. Upon completing the degree, students will be an effective practitioner and equipped to pursue a wide range of roles within higher education. The program is offered fully online.

Admission Requirements

Online M.Ed. in Higher Education Administration:
● Official Transcripts from previous institutions you have attended.
● Minimum cumulative GPA: 2.75 (3.0 GPA recommended)
● Personal Statement/Statement of Interest
● (2) Letters of Recommendation, (electronic link w/ ratings in graduate app)
● Resume

Learning Outcomes:

● Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education that inform practice.
● Candidates will demonstrate sufficient knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities.
● Candidates will demonstrate an ability to apply social theories essential to the higher education setting.
● Candidates will demonstrate the knowledge, skills, and attitudes required of an effective and ethical higher education leader.
● Candidates will demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission
● Candidates will demonstrate a comprehensive understanding of higher education governance and finance expected of an entry level practitioner.

● Candidates will demonstrate knowledge, skills, and dispositions related to law and ethics.
● Candidates will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Courses

- HEDA 6170 - Student Affairs in Higher Education 3 Credit Hours
- HEDA 6172 - Social Theory in Higher Education 3 Credit Hours
- HEDA 6174 - Higher Education Administration 3 Credit Hours
- HEDA 6175 - Economics and Finance in Higher Education 3 Credit Hours
- HEDA 6176 - Law and Higher Education 3 Credit Hours
- HEDA 6177 - Applied Research and Assessment in Higher Education 3 Credit Hours
- HEDA 6178 - Students in American Higher Education 3 Credit Hours
- HEDA 6179 - Capstone: Investigative Study in Higher Education 3 Credit Hours
- HEDA 7145 - Diversity in Higher Education 3 Credit Hours
- HEDA 7180 - Organization and Governance in Higher Education 3 Credit Hours
  Total Credit Hours: 30
  Note: Internships are not a degree requirement for the online Master of Education in Higher Education Administration program; however, we encourage candidates who do not have significant work experience in higher education to pursue a graduate internship during their course of study. The University of West Georgia offers internship placement in many of its executive offices (e.g., Student Affairs, Academic Affairs, and Office of the President). Students interested in internship opportunities should contact their program advisor once admitted.

Professional Counseling, M.Ed., Concentrations in Clinical Mental Health Counseling and School Counseling

The M.Ed. in Professional Counseling is designed for graduate students preparing for employment as professional counselors in schools, community and clinical agencies, and colleges/universities. Two options of study, School Counseling and Clinical Mental Health Counseling, are available. The School Counseling program consists of a minimum of 60 semester hours (2 years or 6 semesters of full-time study). The Clinical Mental Health Counseling program consists of a minimum of 60 semester hours (2-1/2 years or 7 semesters of full-time study). A student will receive faculty endorsement only for the relevant option and plan of study completed.

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

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

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

General Admission requirements to all Master of Education (M.Ed.) programs in Professional Counseling include

- Minimum 2.7 undergraduate GPA
- Current resume
- Written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to chosen option, career goals, and anticipated benefits from the program.
- Interview with faculty. This interview will focus on the assessment of factors such as emotional maturity, professional related experience, readiness for the program, life experiences, attitude, compatibility with department goals, and communication/interpersonal skills.

Learning Outcomes

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

Clinical Mental Health Counseling

- CEPD 7105 - Counseling Across the Lifespan 3 Credit Hours
- CEPD 7138 - Multicultural Counseling 3 Credit Hours
- CEPD 6140 - Basic Counseling Skills 3 Credit Hours
- CEPD 6131 - Counseling Theories 3 Credit Hours
- CEPD 7155 - Substance Abuse Counseling 3 Credit Hours
- CEPD 6160 - Group Counseling 3 Credit Hours (CEPD 6140, 6131 Prerequisite)
- CEPD 7112 - Career Theory and Intervention 3 Credit Hours
- CEPD 6151 - Assessment & Appraisal in Counseling 3 Credit Hours
- CEPD 7152 - Research and Program Evaluation 3 Credit Hours
- CEPD 7141 - Professional Orientation and Ethics in Counseling 3 Credit Hours
- CEPD 7145 - Advocacy and Leadership 3 Credit Hours
- CEPD 6188 - Practicum: Professional Counseling 3 Credit Hours (CEPD 6160, 6131, 6140, Prerequisites)
- CEPD 6182 - Internship: Professional Counseling 1.0 - 6.0 Credit Hours (CEPD 6188 Prerequisites)
- CEPD 7153 - Crisis Intervention 3 Credit Hours
- CEPD 6141 - Principles of Clinical Mental Health Counseling 3 Credit Hours
- CEPD 6135 - Applied Counseling Theories 3 Credit Hours
- CEPD 7111 - Diagnosis and Treatment of Mental and Emotional Disorders 3 Credit Hours
- CEPD 7134 - Couples and Family Counseling 3 Credit Hours
  Elective:

- CEPD 7185 - Special Topics in Counseling and Educational Psychology 1.0 - 3.0 Credit Hours
  or
- CEPD 7160 - Gender and Sexuality 3 Credit Hours
  or
- CEPD 7163 - Trauma Counseling 3 Credit Hours
  or
- CEPD 7136 - Counseling Children and Adolescents 3 Credit Hours
  or
- CEPD 7158 - Counseling in the Military Community 3 Credit Hours
  or
- Elective as approved by advisor 3 Credit Hours

Total: 60 Hours

School Counseling

- CEPD 6140 - Basic Counseling Skills 3 Credit Hours
- CEPD 6131 - Counseling Theories 3 Credit Hours
- CEPD 7105 - Counseling Across the Lifespan 3 Credit Hours
- CEPD 6160 - Group Counseling 3 Credit Hours
- CEPD 7138 - Multicultural Counseling 3 Credit Hours
- CEPD 6151 - Assessment & Appraisal in Counseling 3 Credit Hours
- CEPD 6180 - Principles of Professional School Counseling 3 Credit Hours
- CEPD 7112 - Career Theory and Intervention 3 Credit Hours
- CEPD 7153 - Crisis Intervention 3 Credit Hours
- CEPD 7134 - Couples and Family Counseling 3 Credit Hours
- CEPD 7141 - Professional Orientation and Ethics in Counseling 3 Credit Hours
- CEPD 7155 - Substance Abuse Counseling 3 Credit Hours
- CEPD 7121 - Issues and Trends in Professional School Counseling 3 Credit Hours
- CEPD 7145 - Advocacy and Leadership 3 Credit Hours
- CEPD 7152 - Research and Program Evaluation 3 Credit Hours
- CEPD 7111 - Diagnosis and Treatment of Mental and Emotional Disorders 3 Credit Hours
- CEPD 6188 - Practicum: Professional Counseling 3 Credit Hours
- CEPD 7136 - Counseling Children and Adolescents 3 Credit Hours
- CEPD 6182 - Internship: Professional Counseling 1.0 - 6.0 Credit Hours
- SPED 6706 - Special Education in the Regular Classroom 3 Credit Hours *

Total: 60 Hours

* 3 hours in addition to the 60 hours to satisfy GaPSC requirement for S-5 certification (Georgia Law HB 671); does not apply to those who have completed or exempted this GaPSC requirement.

Speech Language Pathology, M.Ed.

The Master of Education in Speech-Language Pathology (residential) program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The program prepares students for a professional career in the identification, assessment, and treatment of all communication disorders, including language, articulation, voice, resonance, fluency, and swallowing disorders. Successful completion of the program and other professional requirements is designed to lead the applicant

toward obtaining a Master of Education degree (M.Ed.) in Speech-Language Pathology, Georgia Professional Standards Commission (PSC) certification, Georgia Licensure in Speech-Language Pathology, and ASHA's Certificate of Clinical Competence (CCC).

In the graduate program at UWG, students complete closely supervised practicum and/or internships in a variety of settings and with persons of varying ages. The Comprehensive Community Clinic that is housed in the College of Education provides opportunities for students to complete a number of clinical hours on the campus. However, students are required to complete clinical hours in other settings.

Learning Outcomes

- Candidates will demonstrate knowledge of and distinguish between speech, language, and swallowing disorders including their etiology and diagnosis.
- Candidates will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
- Candidates will demonstrate current knowledge and skills in the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
- Candidates will demonstrate effective interpersonal interaction and professional qualities in their communication with clients, families, caregivers, and other professionals (including supervisors) while adhering to ASHA's Code of Ethics and behaving professionally.

Admission Requirements

Applicants are accepted for the summer term only.

For admission to the graduate program in speech-language pathology, the applicant must have:

Undergraduate GPA of 3.0 or better

Two strong letters of recommendation from professional references

Personal Statement/Essay

Interview with speech-language pathology faculty

Clear criminal background check

Acceptance to the program with a bachelor's degree in an area other than Speech-Language Pathology requires prior completion of prerequisite courses in the following coursework or equivalents: Speech and Language Acquisition or Language Development; Phonetics; Anatomy and Physiology of Speech and Hearing; Audiology; and three additional speech/language courses (as judged by program faculty to provide knowledge and skills equivalent to those typically gained in a bachelor's degree program in speech-language pathology)

Acceptance to the program requires prior completion of courses in the biological sciences (e.g. biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary sciences), physical sciences (physics or chemistry), social/behavioral sciences (e.g. psychology, sociology, anthropology, public health), and a stand-alone course in statistics.

Prerequisites

ASHA Basic Skills:

1) Biological Science

2) Chemistry or Physics

3) Social/Behavioral Science

4) Statistics

CMSD Prerequisites if bachelor's degree is not in Speech-Language Pathology

1) SLPA 3702 Speech & Language Acquisition

2) SLPA 3703 Phonetics

3) SLPA 3704 Anatomy & Physiology of the Speech & Hearing Mechanism

4) SLPA 4703 Introduction to Audiology

5) 3 additional CMSD courses approved by program faculty

Plan of Study (A,B)

- SLPA 6701 - Stuttering: Theory and Research 3 Credit Hours
- SLPA 6702 - Voice Disorders 3 Credit Hours
- SLPA 6704 - Assessment and Treatment of Neurogenic Communication Disorders 3 Credit Hours
- SLPA 6705 - Advanced Assessment of Speech-Language Disorders 3 Credit Hours
- SLPA 6707 - Aural Habilitation and Rehabilitation 3 Credit Hours
- SLPA 6708 - Advanced Articulation and Phonological Disorders 3 Credit Hours
- SLPA 6711 - Culturally Responsive Practices in Communication Sciences and Disorders 3 Credit Hours
- SLPA 6713 - Neuroanatomy and Neurophysiology of Speech, Language, Hearing, and Swallowing 3 Credit Hours
- SLPA 6740 - Motor Speech Disorders 3 Credit Hours
- SLPA 6741 - Evaluation and Treatment of Dysphagia 3 Credit Hours
- SLPA 6779 - Professional Practices, Policies, and Issues in Speech-Language Pathology 3 Credit Hours
- SLPA 6784 - Research Methods in Speech-Language Pathology 3 Credit Hours
- SLPA 6790 - Clinical Practicum and Methods in Speech-Language Pathology I 3 Credit Hours
- SLPA 6791 - Clinical Practicum and Methods in Speech-Language Pathology II 3 Credit Hours
- SLPA 6792 - Clinical Practicum and Methods in Speech-Language Pathology III 3 Credit Hours
- SLPA 6761 - Methods of Clinical Management 3 Credit Hours
- SLPA 6794 - Medical Externship in Speech-Language Pathology 6 Credit Hours (F)
- SLPA 6796 - School Internship: Speech-Language Pathology 6 Credit Hours (F)
- SLPA 7720 - Language Disorders and Literacy 3 Credit Hours

Elective (May be repeated for credit) (D)

- SLPA 6785 - Special Topics in Speech-Language Pathology 1.0 - 3.0 Credit Hours (D)

Total Program (C) 63

(A) A grade of B or better is required in courses in these sections.

(B) Substitutions must be approved by advisor.

(C) 63 Hour Program (6 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students with an undergraduate degree in speech-language pathology.

(D) This course may be required for remediation and/or an opportunity to gain additional experiences.

(E) ALL ASHA math and science requirements must be satisfied prior to admission to the M.Ed. in Speech-Language Pathology. ASHA Standard IV-A: The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.
Implementation: Coursework in statistics as well as in biological, physical, and social/behavioral sciences that is specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a university requirement in the statistics, biology, physical science, or chemistry areas. Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Chemistry and physics are important for the foundational understanding of the profession of speech-language pathology. For all applicants who apply beginning January 1, 2020, courses that meet the physical science requirement must be in physics or chemistry. Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Coursework in research methodology in the absence of basic statistics cannot be used to fulfill this requirement.

Doctorate in Education

Higher Education Administration, Ed.D.

The Ed.D in Higher Education in Administration aims to teach students how to appropriately and effectively address critical issues in higher education administration through critical analysis and reflective thought, and teach students to understand, analyze, and utilize literature to influence decisions in higher education. Additionally, students will be able to conduct and review institutional assessments in order to analyze policy and program effectiveness to make informed decisions. Students who graduate from this program will be able to understand the intricacies and nuances of higher education. Students will also be able to identify legal issues and changes that affect practice in higher education. Finally, students will be able to identify personal values and ethics as it influences their professional practice.

Admission Requirements Include:

All applicants to the Ed.D. in Higher Education Administration must have the following:

- Graduate Application
- Masters degree or higher
- A cumulative GPA of 3.0 on all graduate coursework
- Prefer 3 to 5 years of supervisory or budgetary full time professional experience in a higher education setting
- Official transcripts from all schools attended, undergraduate and graduate
- Writing sample: In 2 - 3 double spaced pages, discuss with references a current issue facing higher education
- Letter of intent articulating professional goals and reasons for applying to the program
- Curriculum Vitae

- 3 Letters of Support from: 1) Previous faculty member, 2) Direct supervisor, and 3) A reference of the applicant's choosing unrelated to the applicant
- Interview with faculty

Curriculum

- HESA 9210 - History of Higher Education 3 Credit Hours
- HESA 9211 - Organizational Theory 3 Credit Hours
- HESA 9212 - Advanced Seminar in Leadership 3 Credit Hours
- HESA 9213 - Critical Issues and Trends in Higher Education 3 Credit Hours
- HESA 9214 - Analysis of Higher Education Literature 3 Credit Hours
- HESA 9215 - Advanced Legal Issues and Policy Analysis 3 Credit Hours
- HESA 9216 - Values and Ethics in Higher Education Leadership 3 Credit Hours
- HESA 9217 - Diversity Issues in Higher Education 3 Credit Hours
- HESA 9218 - Higher Education Finance and Advancement 3 Credit Hours
- HESA 9219 - Governance in Higher Education 3 Credit Hours
- HESA 9220 - Enrollment Management 3 Credit Hours
- HESA 9221 - Qualitative Research in a Higher Education Environment 3 Credit Hours
- HESA 9222 - Quantitative Research in a Higher Education Environment 3 Credit Hours
- HESA 9223 - Applied Research Practices 3 Credit Hours
- HESA 9224 - Institutional Assessment and Program Effectiveness 3 Credit Hours
- HESA 9225 - Directed Doctoral Research 3 Credit Hours
- HESA 9999 - Research Portfolio 1.0 - 12.0 Credit Hours

Total Hours: 60

Please see the website for further information: https://www.westga.edu/academics/education/cspc/eddhea/

Professional Counseling and Supervision, Ed.D.

The mission of the Professional Counseling and Supervision program is to prepare counseling professionals to positively impact their clients and communities of service through effective practices and programs, leadership, and advocacy. In addition, program graduates will demonstrate competency in program evaluation and a commitment to helping marginalized and underserved populations in the communities, schools, and agencies they serve. This leader-practitioner program consists of two tracks: (a) 60 credit hours for those who enter without an Ed.S. in counseling or (b) 39 credit hours for those who enter with an Ed.S. in counseling. After a rigorous screening process, cohorts are selected in March of each year, and students will be notified of their acceptance in April. The fully online degree program begins in the summer semester. The program is designed to be completed in two full years (6 semesters, including summers, for the 39-hour track) or three years (9 semesters, including summers, for the 60-hour track). Successful completion and defense of a dissertation are required.

Admission Requirements Include:

- Licensed or License-eligible in counseling or related field
- Cumulative minimum graduate GPA of 3.5 on a 4.0 scale
- Official GRE scores not older than 5 years with preferred scores of
    - Verbal 151

    - Quantitative 142
    - Writing 3.5
- Masters in counseling or related field
    - (e.g. psychology, counseling psychology, clinical social work, mental health counseling, community counseling, professional counseling, marriage and family therapy, school psychology, school counseling, school social work)*
    - *If the program was not CACREP accredited at the time of the applicant's graduation, the applicant must demonstrate that the program was substantially CACREP equivalent or the accrediting body that accredited the degree is equivalent to CACREP standards.
- Minimum of three years of post-masters counseling experience in private or public schools, community agency, university, hospital, or private practice
- Vitae
- If all of the above are met, then the application requires the following:
    - A 300-500 word essay presenting the applicant's professional goals and the relationship between those goals and the program mission
    - Official transcripts from all schools attended for all degrees including schools attended only for transfer credit
    - Three recommendations from professionals who are familiar with the applicant's professional qualities and academic potential. The electronic Recommendation Request form will be available after you submit your application
- Interview with the faculty

Please see website for further information: https://www.westga.edu/academics/education/cspc/eddpcs/

For Students Entering without Ed.S.

- CEPD 9184 - Doctoral Seminar Professional Issues 3 Credit Hours
- CEPD 8141 - Supervision in Counseling 3 Credit Hours
- CEPD 8185 - Professional Research Writing 3 Credit Hours
- EDSI 9961 - Quantitative Research Methods 3 Credit Hours
- CEPD 9183 - Directed Doctoral Research 3 Credit Hours
- EDSI 9962 - Qualitative Research Methods 3 Credit Hours
- CEPD 9171 - Program Evaluation 3 Credit Hours
- CEPD 9187 - Directed Doctoral Research II 3 Credit Hours
- CEPD 9153 - Advanced Therapeutic Techniques in Counseling 3 Credit Hours
- CEPD 9186 - Doctoral Internship 3 Credit Hours - taken twice (Program Evaluation focus and Administrative Supervision focus)
- CEPD 9185 - Doctoral Seminar-Advocacy in the Counseling Profession 3 Credit Hours
- CEPD 9199 - Dissertation 1.0 - 12.0 Credit Hours

Electives: 12 Hours

- CEPD 8138 - Advanced Multicultural Counseling 3 Credit Hours
- CEPD 8171 - Current Issues in Counseling and Supervision 3 Credit Hours
- CEPD 8152 - Consultation, Collaboration and Program Development in Counseling 3 Credit Hours
  Additional courses may be approved by the program director

Total Credits: 60 Hours

For Students Entering with Ed.S.

- CEPD 9184 - Doctoral Seminar Professional Issues 3 Credit Hours
- CEPD 9153 - Advanced Therapeutic Techniques in Counseling 3 Credit Hours
- EDSI 9961 - Quantitative Research Methods 3 Credit Hours
- EDSI 9962 - Qualitative Research Methods 3 Credit Hours
- CEPD 9183 - Directed Doctoral Research 3 Credit Hours
- CEPD 9185 - Doctoral Seminar-Advocacy in the Counseling Profession 3 Credit Hours
- CEPD 9187 - Directed Doctoral Research II 3 Credit Hours
- CEPD 9186 - Doctoral Internship 3 Credit Hours (Administrative Supervision focus)
- CEPD 9199 - Dissertation 1.0 - 12.0 Credit Hours
- Electives - 3 credit hours

Total Credits: 39 Hours

Learning Outcomes:

1. Candidates will apply administrative supervision principles to the development of an administrative supervision plan.
2. Candidates will demonstrate advanced knowledge of professional counseling intervention through the creation of an advocacy plan to improve services for marginalized, underserved populations.
3. Candidates will demonstrate advanced knowledge of professional counseling through the creation of a professional association presentation.
4. Candidates will analyze relevant literature and develop a comprehensive dissertation literature review.
5. Candidates will apply knowledge of research through the development of a scientifically credible dissertation research method.
6. Candidates will analyze and evaluate dissertation research data to draw scientifically credible conclusions.
7. Candidates will create an integrated dissertation discussion that synthesizes dissertation findings within the framework of existing literature and offers data-driven recommendations for practice.

Specialist in Education

Professional Counseling, Ed.S.

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

Learning Outcomes

1. Candidates will apply their understanding of research methods and evidence-based practice to select counseling interventions.
2. Candidates will apply their understanding of program evaluation to improve counseling programming.
3. Candidates will describe their model of clinical supervision.
4. Candidates will demonstrate advanced knowledge of current issues in counseling and supervision.
5. Candidates will demonstrate advanced knowledge and dispositions relevant to practice in a culturally diverse society.

Admission Requirements Include:

- Master's degree in counseling or very closely related field
- Minimum 3.0 graduate GPA
- A written personal narrative describing the reasons for applying to the program, an analysis of personal strengths and weaknesses related to the chosen option, career goals, and communication/interpersonal skills.
- Resume
- If the prospective student's master's degree is NOT from a CACREP accredited counseling program, the student must have taken the equivalent of:

- CEPD 7138 - Multicultural Counseling 3 Credit Hours
- CEPD 6140 - Basic Counseling Skills 3 Credit Hours
- CEPD 6141 - Principles of Clinical Mental Health Counseling 3 Credit Hours
- CEPD 6151 - Assessment & Appraisal in Counseling 3 Credit Hours
- CEPD 6131 - Counseling Theories 3 Credit Hours
- CEPD 6160 - Group Counseling 3 Credit Hours
- CEPD 6182 - Internship: Professional Counseling 1.0 - 6.0 Credit Hours (CEPD 6188 Prereqisite)
- CEPD 7141 - Professional Orientation and Ethics in Counseling 3 Credit Hours
- CEPD 7152 - Research and Program Evaluation 3 Credit Hours
- CEPD 6188 - Practicum: Professional Counseling 3 Credit Hours

Note:

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

Core Curriculum

- CEPD 8138 - Advanced Multicultural Counseling 3 Credit Hours
- CEPD 8185 - Professional Research Writing 3 Credit Hours
- CEPD 8194 - Research: Mixed Methods Analysis 3 Credit Hours
- CEPD 8152 - Consultation, Collaboration and Program Development in Counseling 3 Credit Hours
- CEPD 8156 - Designing Effective Programs 3 Credit Hours
- CEPD 8171 - Current Issues in Counseling and Supervision 3 Credit Hours
- CEPD 8153 - Adv Therp Topics in Counsel 3 Credit Hours
- CEPD 8141 - Supervision in Counseling 3 Credit Hours
  Advisor-approved electives:
- CEPD 7158 - Counseling in the Military Community 3 Credit Hours
- CEPD 7160 - Gender and Sexuality 3 Credit Hours
- CEPD 7163 - Trauma Counseling 3 Credit Hours
  or other (as approved by advisor)

Post-Baccalaureate Certificate

Post-Baccalaureate Certificate in Speech-Language Pathology

The Post-Baccalaureate Certificate program in Speech-Language Pathology is designed to prepare individuals to receive the appropriate background information and coursework necessary for them to apply to graduate programs in speech-language pathology. An option is available, through completion of an internship, to satisfy requirements for certification as a Speech Language Associate through the Georgia Professional Standards Commission (GaPSC). This will allow candidates to pursue a position as a certified speech language associate working under the supervision of a licensed speech-language pathologist in the school system.

Admission Requirements

Applicants must hold a Bachelor's degree with a GPA of 2.5 or higher and must submit transcripts from all degree granting institutions attended. Applicants must submit their application to the Graduate School and admission capacity will be determined by the Speech-Language Pathology Program.

Standalone coursework in a) biological sciences, b) chemistry or physics, c) social/behavioral sciences, and d) statistics is required for candidates pursuing the Speech Language Associate certificate, and recommended for candidates applying to a master's program in Speech-Language Pathology.

Students must earn a C or better to pass each course. Students can retake a failed course one time and will be dismissed if they fail a course more than once.

- SLPA 5701 - Introduction to Communication Sciences and Disorders 3 Credit Hours
- SLPA 5702 - Speech and Language Acquisition and Disorders 3 Credit Hours
- SLPA 5703 - Phonetics and Speech Sound Disorders 3 Credit Hours
- SLPA 5704 - Anatomy & Physiology of Speech & Hearing 3 Credit Hours
- SLPA 5705 - Speech and Hearing Science 3 Credit Hours
- SLPA 5706 - Introduction to Audiology 3 Credit Hours
- SLPA 5707 - Introduction to Neurological Disorders 3 Credit Hours

  The below internship is optional and can be completed to satisfy requirements for the Speech Language Associate certificate allowing candidates to pursue a position as a certified speech-language associate working under the supervision of a licensed speech-language pathologist in the school system.
- SLPA 5792 - Internship in Speech Language Pathology 6 Credit Hours

Post-Baccalaureate Certificate in Student Development in Higher Education

The Student Development in Higher Education Post-Baccalaureate Certificate is designed for higher education professionals (or aspiring professionals) who are looking to expand their knowledge about the various developmental needs of the diverse students studying at higher education institutions. This certificate is designed to offer pointed expertise in the area of student development within higher education.

The certificate foci are: (1) The history and philosophical underpinnings of student development in the United States. (2) What is the compositional diversity of students participating in higher education? (3) How do students change as a result of participating in higher education? and (4) How might student development differ across varied student identities?

To be admitted to the certificate program, individuals must have completed a bachelor's degree in any subject with greater than a 2.7 cumulative GPA, and either (1) work at a higher education institution or (2) have expressed interest in transitioning into higher education as a career. Students can be admitted in any semester.

The four courses in the program can be completed in as few as three semesters (fall, spring, summer). Individuals who wish to continue their post-certification study are eligible to transfer their coursework into the 30 credit-hour Higher Education Administration M.Ed.

Learning Outcomes:

1. Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education that inform practice.

2. Candidates will demonstrate sufficient knowledge of the impact of student characteristics on student learning.

3. Candidates will demonstrate sufficient knowledge of the impact of the collegiate environment on student learning.

4. Candidates will demonstrate an ability to apply social theories essential to the higher education setting.

Required Courses

- HEDA 6170 - Student Affairs in Higher Education 3 Credit Hours
- HEDA 6172 - Social Theory in Higher Education 3 Credit Hours
- HEDA 6178 - Students in American Higher Education 3 Credit Hours
- HEDA 7145 - Diversity in Higher Education 3 Credit Hours

Department of Early Childhood through Secondary Education

Elementary Education

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

Professor:

R. Morris

Associate Professors:

S. Britton (Assistant Chair), C. Chestnutt, A. Crenshaw, J. Edelman (Assistant Dean of Data, Analysis, Faculty and Teaching), N. Ramsay-Jordan, J. Strickland

Assistant Professor:

C. Morris

Instructor:

A. Poole

Learning Outcomes:

The Area of Elementary Education utilizes the five core propositions of the National Board of Professional Teaching Standards (NBPTS) for its M.Ed. program. The Elementary Education Ed.S. program utilizes the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions -

See more at: http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Secondary Education

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

Associate Professors:

R. Gault, B. Gilles (Interim Chair)

Assistant Professor:

E. Keohane-Burbridge

Learning Outcomes

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

Reading Education

Education Annex 246• 678-839-6179
https://westga.edu/education/ecse/reading/

Professor:

J. Allen

Associate Professor:

B. Scullin

Learning Outcomes

The Reading Education Program utilizes the standards for reading professionals as developed by the International Literacy Association, the International Dyslexia Association, and the TESOL International Association.

Master of Arts in Teaching

Teacher Education, M.A.T., Concentration in Elementary Education

The Master of Arts in Teaching with a concentration in Elementary Education is a 36-credit hour program of study delivered primarily online, with field experiences in public schools, and leads to a master's degree with teaching certification in grades PK-5. This program leads to initial teacher certification in Georgia in grades PK-5. Students must be able to complete practicum and internship requirements for program completion within the state of Georgia.

Learning Outcomes:

1. The teacher candidate uses understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences (Georgia TAPS Standard 1: Professional Knowledge).

2. The teacher candidate uses state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students (Georgia TAPS Standard 2: Instructional Planning).
3. The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills (Georgia TAPS Standard 3: Instructional Strategies).
4. The teacher candidate demonstrates the ability to challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences. (Georgia TAPS Standard 4: Differentiated Instruction).
5. The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population (Georgia TAPS Standard 5: Assessment Strategies).
6. The teacher candidate gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents (Georgia TAPS Standard 6: Assessment Uses).
7. The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all (Georgia TAPS Standard 7: Positive Learning Environment).
8. The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners (Georgia TAPS Standard 8: Academically Challenging Environment).
9. The teacher candidate demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession (Georgia TAPS Standard 9: Professionalism).
10. The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning (Georgia TAPS Standard 10: Communication).

Admission Requirements

- 2.7 undergraduate GPA and 3.0 graduate GPA (if applicable) and be in good academic standing are required for admission
- All official transcripts for undergraduate and any previous attempted or completed graduate coursework must be submitted
- Submit proof of GACE Ethics for Teachers-Test 351
- Students must be able to complete the year-long internship within the State of Georgia.
- Additional factors may be considered. Meeting the above requirements is not a guarantee of admission.

Internship: 3 Hours

- ECED 6291 - Elementary MAT Seminar & Internship 3 Credit Hours

Comprehensive Exam

- ECED 6289 - Elementary MAT Comprehensive Exam 0 Credit Hours

Required Professional Courses: 36 Hours

Students must complete all of the required courses for initial certification and graduation from the program.

- CEPD 6101 - Psychology of Classroom Learning 3 Credit Hours
- ECED 6111 - Intro to Elementary Field Experience 0 Credit Hours
- ECED 6258 - Teaching Social Studies and Literacy 3 Credit Hours

- ECED 6259 - Teaching Science and Literacy 3 Credit Hours
- ECED 6263 - Teaching Elementary Mathematics I 3 Credit Hours
- ECED 6266 - Teaching Elementary Mathematics II 3 Credit Hours
- EDRS 6342 - School and Classroom Assessment 3 Credit Hours
- READ 6263 - Reading Instruction and Assessment II (3-5) 3 Credit Hours
- READ 7263 - Comprehensive Language and Literacy Assessments and Interventions 3 Credit Hours
- READ 6262 - Reading Instruction and Assessment I (PK-2) 3 Credit Hours
- ECED 6260 - Classroom Management and Practicum 3 Credit Hours
- SPED 6706 - Special Education in the Regular Classroom 3 Credit Hours

Teacher Education, M.A.T., Concentrations in Secondary Education: Biology, Broad Field Science, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science

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

Admission Requirements

- Students must hold a bachelor's degree in an accepted area for the chosen concentration from a regionally accredited institution to be admitted to the program.
- A 2.7 undergraduate GPA and a 3.0 graduate GPA (if applicable) and be in good academic standing is required for admission
- All official transcripts for undergraduate and any previous attempted or completed graduate coursework must be submitted
- Pass the GACE Content Assessment in the appropriate field to match the concentration
- Submit proof of GACE Ethics for Teachers-Test 351
- Students must be able to complete the year-long internship within the State of Georgia.
- Additional factors may be considered. Meeting the above requirements is not a guarantee of admission.

Professional Education Foundation: 15 Hours

- SPED 6706 - Special Education in the Regular Classroom 3 Credit Hours
- CEPD 6101 - Psychology of Classroom Learning 3 Credit Hours
- SEED 6111 - Introduction to the Secondary School Field Experience 0 Credit Hours
- SEED 7291 - Classroom Instruction and Management 3 Credit Hours
- MEDT 6401 - Instructional Technology 3 Credit Hours
- EDRS 6342 - School and Classroom Assessment 3 Credit Hours

Pedagogical Content Courses: 9 Hours

- SEED 6261 - Instructional Strategies for English Education in Secondary Schools 2 Credit Hours * or
- SEED 6262 - Instructional Strategies for Social Studies Education in Secondary Schools 2 Credit Hours * or
- SEED 6263 - Instructional Strategies for Science Education in Secondary Schools 2 Credit Hours * or
- SEED 6264 - Instructional Strategies for Math Education in Secondary Schools 2 Credit Hours * or
- Another approved graduate course in content field instructional strategies* and

- SEED 6260 - Instructional Strategies in Secondary Schools Laboratory 1 Credit Hours and
- MEDT 7461 - Instructional Design in K-12 Environments 3 Credit Hours or
- CURR 6575 - Curriculum Trends and Issues 3 Credit Hours or
- ECSE 7500 - Diverse Classrooms in Global Society 3 Credit Hours or
- ECSE 7560 - Contemporary Issues in Education 3 Credit Hours or
- ECSE 7564 - Content Area Literacy Instruct 3 Credit Hours or
- SEED 7266 - Advanced Instructional Strategies for the 21st Century Classroom 3 Credit Hours or
- ECSE 7566 - Advanced Instructional Strategies for 21st Century 3 Credit Hours and
- Graduate Course in content area or content pedagogy (may take ECSE 7564 or ECSE 7566 if not taken above) 3

Internship: 6 Hours

- SEED 7288 - Teaching Internship 3 Credit Hours
- SEED 7289 - Teaching Internship Seminar 3 Credit Hours +

Total Professional Education Courses: 30 Hours

* Strategies course must match primary content area.

Program Notes

All candidates must take and pass a field experience orientation the semester prior to enrolling in a course with a field experience component. The orientation is conducted through the course SEED 6111.

With the advisor's permission, up to seven semester hours of credit may be transferred to UWG from an accredited institution. Transfer credit must carry at least a grade of B. SEED 7291, the instructional strategies course and SEED 6260, and SEED 7288 and 7289 must be done at UWG. Candidates must have a 3.0 to enroll in the student teaching internship courses.

Three hours of content has to match the GACE content area exam.

Content course must be taken in the area of certification. Content courses have Arts and Sciences prefixes unless a substitution is approved by an advisor. Content pedagogy courses with a SEED prefix and a focus in the area of certification may be used to satisfy this requirement.

Students must maintain a cumulative 3.0 GPA in graduate coursework.

Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Early Childhood Through Secondary Education.

All candidates must take and pass a comprehensive examination during their last semester of the program. The exam is administered through the course SEED 7289.

It is the candidate's responsibility to apply for graduation in a timely manner.

Advising Notes

English Note: The Georgia Professional Standards Commission requires that all English education majors take or have had a young adult literature course in order to be certified.

Master of Education

Elementary Education, M.Ed.

A master's degree in Elementary Education can be achieved by completing an innovative program designed to promote research-based practices that ensure that all students can and do learn. The program consists of a minimum of 30 hours of course work. This degree does not lead to initial certification in Elementary Education.

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

Applicants must have an undergraduate degree in Early Childhood or Elementary Education and be eligible for an Elementary Education clear and renewable certificate or possess a renewable professional certificate in Elementary Education with a minimum overall 2.7 GPA.

Courses include 6 hours in professional studies, 3 hours in research and assessment, 15 hours in elementary content, and 6 hours of electives.

Required Courses: (6 Hours)

- CURR 6575 - Curriculum Trends and Issues 3 Credit Hours
- ECSE 7500 - Diverse Classrooms in Global Society 3 Credit Hours
- ECED 6249 - Seminar For P-5 Teachers 0 Credit Hours

Professional Specialization: (15 Hours)

(Choose one course from each of the five (5) areas below. Similar Arts and Science Courses may be taken in replacement of each specialization course below as approved by advisor)

Area 1

- ECED 7259 - Investigating Methods and Materials in Mathematics 3 Credit Hours [5] **or**
- ECSE 7275 - STEM Mathematics for Social Justice 3 Credit Hours **or**
  Other Advisor Approved Course

Area 2

- ECED 7260 - Investigating Methods and Materials in Science 3 Credit Hours [5]
- ECSE 7276 - STEM Investigations through Ecojustice 3 Credit Hours **or**
  Other Advisor Approved Course

Area 3

- ECED 7262 - Investigating Language Arts 3 Credit Hours [5] **or**
- ECSE 7564 - Content Area Literacy Instruct 3 Credit Hours **or**
- READ 7263 - Comprehensive Language and Literacy Assessments and Interventions 3 Credit Hours **or**
- READ 7239 - TESOL: Cultural and Linguistic Diversity in the Classroom 3 Credit Hours

Area 4

- ECED 7264 - Investigating Social Studies Methods 3 Credit Hours [5]

Area 5

- ECED 7265 - Parent Education for Teachers and Child Care Workers 3 Credit Hours **or**
- ECED 7266 - The Young Child: Home and Community 3 Credit Hours **or**

- ECED 7273 - Family/Community Involvement for School Improvement 3 Credit Hours

Research/Assessment: 3 Hours

(Choose one course from the entries below)

- EDRS 6301 - Introduction to Research in the Human Sciences 3 Credit Hours **or**
- EDRS 6342 - School and Classroom Assessment 3 Credit Hours

Related Studies/Electives: 6 Hours

(Choose two courses from the entries below)

Area 1

- ECED 7267 - Teaching Creative Arts 3 Credit Hours **or**
- READ 7201 - Teacher as Language and Literacy Leader 3 Credit Hours **or**
- READ 7240 - TESOL: Literacy, Linguistics, and Second Language Acquisition 3 Credit Hours **or**
- ECSE 7274 - Introduction to Community-Based STEM Education 3 Credit Hours **or**
- SLPA 7720 - Language Disorders and Literacy 3 Credit Hours

Area 2

- ECED 7272 - Classroom Management Early Grades (P-5) 3 Credit Hours **or**
- ECSE 7277 - Designing Community-Based STEM Education 3 Credit Hours **or**
- SPED 6500 - Dyslexia: Methods and Instructional Strategies 3 Credit Hours **or**
- READ 7241 - TESOL: Methods, Materials, and Assessment through Clinical Experience 3 Credit Hours **or**
- READ 7271 - Theoretical and Pedagogical Approaches to Language and Literacy Instruction 3 Credit Hours

Area 3

- ECSE 7560 - Contemporary Issues in Education 3 Credit Hours

Area 4

Other courses as approved by advisor

Program Notes:

1. Admission to this program requires a Bachelor's degree in Early Childhood or Elementary Education and eligibility for an Early Childhood or Elementary Education clear and renewable certificate or possession of a valid Early Childhood Education or Elementary clear and renewable certificate.
2. CURR 6575, ECSE 7500, and ECED 6249 are required courses and may not be substituted.
3. ECED 6249 must be taken within the last two semesters before completion of the program.
4. Students may start work towards an endorsement or certification with their electives, but will not be able to finish it within this degree program.
5. Per Department policy, and in accordance with the Graduate Handbook, graduate students are allowed to take up to six credit hours in the Fall and Spring semesters and up to nine credit hours in Summer. https://catalog.westga.edu/content.php?catoid=8&navoid=440#graduate-course-loads
6. Students must follow their approved program of study and contact their advisor prior to any substitutions, changes, or deletions.

Reading Instruction, M.Ed.

The Master of Education (M.Ed.) in Reading Instruction is a graduate degree program housed in the College of Education. This degree is offered to educators certified in teaching who desire graduate studies in reading, language, and literacy theories, research, and instructional practices. Candidates learn research-based strategies aligned with structured literacy (the science of reading) and interactive literacy as complementary approaches to effective reading,

language, and literacy instruction. The program prepares graduates to serve as literacy/reading specialists and instructional leaders in their respective schools and districts. The M.Ed. in Reading Instruction program is fully online and consists of 30 credit hours.

Degree Requirements

Applicants must hold a valid level 4 or higher Induction or Professional certificate in any teaching, service, or leadership field. Applicants must have at least 3 years of acceptable classroom teaching experience at an accredited PK-12 school (excluding supply/substitute, paraprofessional, or as a member of a board of education). Applicants must demonstrate proficiency in the foundations of reading, literacy, and language. The proficiency requirement is met for applicants already holding Elementary Education certification earned after July 1, 2025, Reading Endorsement certification based on GaPSC Rule 505-3-.96 effective July 1, 2023 or later, Dyslexia Endorsement, or a passing score on the GACE Content Assessment in Literacy Specialist after July 1, 2025. Candidates not holding one of these certifications should submit, at the time of application, another valid and reliable measure of candidate proficiency (e.g., Lexia LETRS certification, Cox Campus or Georgia Learns K-3rd Structured Literacy Program Certification, Orton-Gillingham Structured Literacy Certification, etc.)

An M.Ed. in Reading Instruction can be achieved by completing a 30-hour program of study. The program consists of 21 hours in Language and Literacy Concentration (Area I), 3 hours in Research (Area II), and 6 hours in ESOL and/or Dyslexia (Area III). Candidates must pass a comprehensive exam during their final semester in the program. Georgia educators must pass the GACE Literacy Specialist assessment to add the Literacy Specialist certification field to their GaPSC teaching certificate.

Plan of Study

Area I: Language and Literacy Concentration (21 Hours)

- READ 7271 - Theoretical and Pedagogical Approaches to Language and Literacy Instruction 3 Credit Hours
- READ 7261 - Language and Literacy Engagement through Writing 3 Credit Hours
- READ 7262 - Trends and Issues in Language and Literacy Education 3 Credit Hours
- READ 7263 - Comprehensive Language and Literacy Assessments and Interventions 3 Credit Hours
- READ 7267 - Diversity and Equity in Children's and Young Adult Literature 3 Credit Hours
- READ 7240 - TESOL: Literacy, Linguistics, and Second Language Acquisition 3 Credit Hours
- READ 7201 - Teacher as Language and Literacy Leader 3 Credit Hours
- READ 6705 - Comprehensive Final Exam for M.Ed. in Reading Instruction 0 Credit Hours

Area II: Research (3 Hours)

- EDRS 6301 - Introduction to Research in the Human Sciences 3 Credit Hours

Area III: Area of Specialization (6 hours)

Choose two of the following courses from Option 1 (ESOL); and/or Option 2 (Dyslexia).

Option 1: English to Speakers of Other Languages (ESOL)

- READ 7239 - TESOL: Cultural and Linguistic Diversity in the Classroom 3 Credit Hours
- READ 7241 - TESOL: Methods, Materials, and Assessment through Clinical Experience 3 Credit Hours

Option 2: Dyslexia

- SLPA 7720 - Language Disorders and Literacy 3 Credit Hours
- SPED 6500 - Dyslexia: Methods and Instructional Strategies 3 Credit Hours

Total Program: (30 Hours)

Program Notes:

1. Reading Endorsement courses [Preferred course sequence: (1) READ 7271, (2) READ 7263, and (3) READ 7201].

2. ESOL Endorsement courses (READ 7239, READ 7240, and READ 7241).

3. Dyslexia Endorsement courses (READ 7263, SLPA 7720, and SPED 6500).

4. READ 7263, READ 7201, READ 7240, and READ 7241 require access to student data.

5. Enrolled Georgia candidates are required to attempt the state-approved content assessment (GACE) after program admission and before August 31 during the year of program completion. A passing score on the state-approved content assessment is not required for program completion; however, a passing score is required for state certification.

6. All candidates should apply for graduation during the semester preceding the one they plan to graduate.

7. All candidates must register for READ 6705 and take and pass a selected-response comprehension exam during their last semester in the program.

Endorsement

Dyslexia Endorsement

The Dyslexia Endorsement program prepares individuals to recognize the characteristics of dyslexia and support students with dyslexia in the classroom setting. The coursework provides a multi-discipline approach from three perspectives: literacy education, special education, and speech-language pathology. The endorsement is comprised of three courses (9 credit hours): READ 7263 , SLPA 7720 , and SPED 6500 .

Learning Outcomes:

1. Knowledge of Foundations of Literacy Acquisition

2. Knowledge of Diverse Reading Profiles, Including Dyslexia

3. Demonstrate Structured Literacy Instruction

4. Demonstrate ability to Assess Students.

5. Demonstrate Professional Dispositions and Practices

Admission Requirements

· Undergraduate degree with overall GPA of 3.0 or higher

· A level four (4) or higher renewable professional certificate in any teaching, service or leadership field OR a level four (4) or higher Five-Year Induction certificate in any teaching field OR equivalent certificate from another state

Dyslexia Endorsement Courses

- READ 7263 - Comprehensive Language and Literacy Assessments and Interventions 3 Credit Hours
- SLPA 7720 - Language Disorders and Literacy 3 Credit Hours
- SPED 6500 - Dyslexia: Methods and Instructional Strategies 3 Credit Hours

ESOL Endorsement

Offered through the College of Education, the University of West Georgia's online English to Speakers of Other Languages (ESOL) Endorsement Program provides "add-on" certification to teach ESOL grades P-12. The endorsement program is valid for educators who have a level 4 or higher renewable professional certificate in any teaching, service, or leadership field, or a permit certificate in a foreign language field. The endorsement program is a graduate level, three-course sequence (9 credit hours) with clinical experiences embedded into the coursework. ESOL endorsement candidates must demonstrate the knowledge, skills, and dispositions to create environments and learning experiences that engage English learners in active learning and authentic achievement, and candidates must constantly assess and use results for improvement of P-12 student learning.

Requirements

- READ 7239 - TESOL: Cultural and Linguistic Diversity in the Classroom 3 Credit Hours
- READ 7240 - TESOL: Literacy, Linguistics, and Second Language Acquisition 3 Credit Hours
- READ 7241 - TESOL: Methods, Materials, and Assessment through Clinical Experience 3 Credit Hours

K-5 Mathematics Endorsement

The K-5 Mathematics Endorsement program is designed to strengthen and advance mathematics content knowledge, provide professional growth, and promote changes in practice that impact student achievement. To be eligible for the program, an individual must hold a level four (4) or higher renewable professional certificate in one or more of the following fields: Elementary Education; Middle Grades Math; or Special Education General Curriculum/Elementary Education; or any of the following fields combined with a core academic content concentration in mathematics: Special Education General Curriculum; Special Education Adapted Curriculum; Behavior Disorders; Learning Disabilities; Deaf Education; Physical and Health Disabilities; Visual Impairment; or Gifted; and have a minimum of one year of teaching experience. With this endorsement, individuals teaching mathematics in grades K-5 will be eligible to earn salary incentives when funded by the General Assembly.

12 semester hours of graduate credit as follows:

- EDME 7271 - Elementary Mathematics I 3 Credit Hours
- EDME 7271L - Elementary Mathematics I Lab 1 Credit Hours
- EDME 7272 - Elementary Mathematics II 3 Credit Hours
- EDME 7272L - Elementary Mathematics II Lab 1 Credit Hours
- EDME 7273 - Advanced Strategies for Teaching Elementary Mathematics 3 Credit Hours
- EDME 7273L - Advanced Strategies for Teaching Elementary Mathematics Lab 1 Credit Hours

K-5 Science Endorsement

The K-5 Science Endorsement program is designed to strengthen and advance science content knowledge, provide professional growth, and promote changes in practice that impact student achievement. 5. To be eligible for the program, an individual must hold a level four (4) or higher renewable professional certificate in one or more of the following fields: Elementary Education; Middle Grades Science; or Special Education General Curriculum/Elementary Education; or any of the following fields combined with a core academic content concentration in science: Special Education General Curriculum; Special Education Adapted Curriculum; Behavior Disorders; Learning Disabilities; Deaf Education; Physical and Health Disabilities; Visual Impairment; or Gifted; and have a minimum of one year of teaching experience. With this endorsement, individuals teaching science in grades K-5 will be eligible to earn salary incentives when funded by the General Assembly.

12 semester hours of graduate credit as follows:

- EDSE 7271 - Life Science For In-Service Elementary Teachers 3 Credit Hours
- EDSE 7272 - Physical Science for In-Service Elementary Teachers 3 Credit Hours
- EDSE 7273 - Earth and Space Science for In-Service Elementary Teachers 3 Credit Hours
- EDSE 7274 - Pedagogical Strategies and Residency Requirements for Inquiry-Based Elementary Science Instruction 1.0 - 3.0 Credit Hours

Reading Endorsement

The Reading Endorsement is a series of three graduate courses in reading designed by the University System of Georgia Reading Consortium to provide further professional development of certified teachers in the assessment and instruction of reading. To be eligible for the professional Reading Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field. All three courses can be transferred into the Master's in Reading Education degree program.

9 semester hours of graduate credit as follows:

- READ 7201 - Teacher as Language and Literacy Leader 3 Credit Hours
- READ 7263 - Comprehensive Language and Literacy Assessments and Interventions 3 Credit Hours
- READ 7271 - Theoretical and Pedagogical Approaches to Language and Literacy Instruction 3 Credit Hours

STEM Education Endorsement

The STEM Education Endorsement is approved by the Georgia Professional Standards Commission and is designed to provide focused professional development for certified education professionals to use the principles of STEM education in their teaching practice. To be eligible for the professional STEM Education Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate in an teaching, service or leadership field. All four courses can be transferred into the M.Ed. in Elementary Education.

12 semester hours of graduate credit as follows:

- ECSE 7274 - Introduction to Community-Based STEM Education 3 Credit Hours
- ECSE 7275 - STEM Mathematics for Social Justice 3 Credit Hours
- ECSE 7276 - STEM Investigations through Ecojustice 3 Credit Hours
- ECSE 7277 - Designing Community-Based STEM Education 3 Credit Hours

Specialist in Education

Elementary Education, Ed.S.

This program focuses on developing teacher leaders at the elementary level.

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 6 hours of Students as Learners, 6 hours of Societal Issues, 6 hours of Classroom Issues, and 9 hours of Research and Inquiry.

Admission to the program requires:

- Official transcripts from all schools that have conferred degrees (Bachelor's, Master's, etc.) are required and should be sent directly to the UWG Graduate Admissions Office.
- A Level 5 clear and renewable professional certificate in Elementary Education.
- A minimum GPA of 3.0 in graduate coursework.
- A professional resume reflecting a minimum of 1 year of full-time teaching experience, that includes current grade level and school name.

Plan of Study

Professional Education Sequence

Students as Learners: 6 Hours

- CEPD 8102 - Lifespan Human Development 3 Credit Hours *****
- ECSE 8562 - Using Data to Meet the Needs of Diverse Learners 3 Credit Hours *****

Societal Issues: 6 Hours

- ECED 8272 - Teacher as Leader 3 Credit Hours *****
  Select one of the following:
- ECSE 7560 - Contemporary Issues in Education 3 Credit Hours **or**
- READ 7267 - Diversity and Equity in Children's and Young Adult Literature 3 Credit Hours **or**
- EDFD 7303 - Culture and Society in Education 3 Credit Hours **or**
- EDFD 7305 - History of American Education 3 Credit Hours **or**
- EDFD 7307 - Critical Issues in Education 3 Credit Hours **or**
- EDFD 7309 - Philosophical Foundations of Education 3 Credit Hours **or**
- PTED 7246 - Comparative Education 3 Credit Hours **or**
  Other program/advisor approved course

Classroom Issues: 6 Hours

- ECED 8271 - Advanced Curriculum Seminar 3 Credit Hours *
  Select one of the following:
- ECSE 7274 - Introduction to Community-Based STEM Education 3 Credit Hours
  or
- ECSE 7275 - STEM Mathematics for Social Justice 3 Credit Hours
  or
- ECSE 7276 - STEM Investigations through Ecojustice 3 Credit Hours
  or
- ECSE 7277 - Designing Community-Based STEM Education 3 Credit Hours
  or
- MEDT 6401 - Instructional Technology 3 Credit Hours

or

- MEDT 7461 - Instructional Design in K-12 Environments 3 Credit Hours
  or
- MEDT 7464 - Designing Technology Enhanced Instruction 3 Credit Hours
  or
  Certification/Endorsement course approved by advisor
  or
- MEDT 7472 - Introduction to Online Education 3 Credit Hours
  or
- MEDT 7491 - Implementation, Assessment, and Evaluation of Online Learning 3 Credit Hours
  or
- MEDT 7492 - Leadership and Administration of Online Learning and e-Learning 3 Credit Hours
  or
- ECED 7261 - Literature for the Young Child 3 Credit Hours
  or
- READ 7201 - Teacher as Language and Literacy Leader 3 Credit Hours
  or
- READ 7271 - Theoretical and Pedagogical Approaches to Language and Literacy Instruction 3 Credit Hours
  or
- ECED 7259 - Investigating Methods and Materials in Mathematics 3 Credit Hours
  or
- ECED 7260 - Investigating Methods and Materials in Science 3 Credit Hours
  or
- ECED 7262 - Investigating Language Arts 3 Credit Hours
  or
- ECED 7264 - Investigating Social Studies Methods 3 Credit Hours
  or
- CURR 6575 - Curriculum Trends and Issues 3 Credit Hours
  or
  Other program/advisor approved course

Research and Inquiry: 9 Hours (must be taken in sequence)

- ECED 7282 - Directed Readings in Education 1.0 - 3.0 Credit Hours
- ECED 8284 - Research Seminar 3 Credit Hours
- ECED 8297 - Professional Seminar 3 Credit Hours
- ECED 8200 - Oral Comprehensive Exam for the Elementary Ed.S. 0 Credit Hours

Total Program: 27 Hours

Program Notes

* Denotes required courses.

1. Students are allowed to take a maximum of 6 credits in the fall and spring semesters and 9 credits in the summer semester. Taking more credits must be approved by program coordinator.
2. Transfer Credits: Students can transfer a total of 6 credits into the program if they have not been used for another degree. See rules for transfer credits on the graduate transfer credit form.
3. Students registered for ECED 8200 Oral Exam should also be registered for graduation.
4. The courses in research and inquiry should be taken in order beginning with ECED 7282 during their first semester

(second semester if needed).
5. Methods courses taken as part of the Elementary Education M.Ed. at UWG cannot be repeated.

Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Chemistry, English, History, Economics, Mathematics, Physics, and Political Science

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

Plan of Study

Professional Education: 9 Hours

- ECED 8272 - Teacher as Leader 3 Credit Hours
- ECSE 8562 - Using Data to Meet the Needs of Diverse Learners 3 Credit Hours
- EDLE 7000 - Principles of Instructional Leadership 3 Credit Hours

Content Specialization: 9 Hours

- SEED 7266 - Advanced Instructional Strategies for the 21st Century Classroom 3 Credit Hours or
- ECSE 7566 - Advanced Instructional Strategies for 21st Century 3 Credit Hours or
- Other approved advanced strategies or pedagogy course in content area of certification
- TWO approved content or content pedagogy courses

Electives: 3 Hours

ONE approved elective, such as:

- CURR 6575 - Curriculum Trends and Issues 3 Credit Hours or
- ECSE 7560 - Contemporary Issues in Education 3 Credit Hours or
- ECSE 7564 - Content Area Literacy Instruct 3 Credit Hours or
- MEDT 7461 - Instructional Design in K-12 Environments 3 Credit Hours or
- ECSE 7500 - Diverse Classrooms in Global Society 3 Credit Hours or
- EDLE 7100 - School Law, Policy, and Ethics 3 Credit Hours
  or other advisor approved elective

Research : 6 Hours

- SEED 8100 - Reading and Research in Secondary Education 3 Credit Hours
- SEED 8200 - Culminating Project SEED EdS 3 Credit Hours

Total Program: 27 Hours

Program Notes

Admission to this program requires applicants to have a master's degree with a 3.0 or higher GPA, and a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license).

Students are allowed to take a maximum of 6 credits in the fall and spring semesters and 9 credits in the summer semester. Taking more credits must be approved by program coordinator.

No course taken to meet requirements of a previously-earned degree may be used toward the EdS degree.

There is no provisional admission to this program.

Content and content pedagogy courses must be taken in the area of concentration.

It is the student's responsibility to be aware of deadlines and apply for graduation in a timely manner.

Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Early Childhood Through Secondary Education.

Department of Educational Technology and Foundations

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

Professors:

D. Baylen, L. Cao, D. Cheshire, Y Yang

Associate Professors:

T. Arrington (Chair), Y. Chen, J. Huett, K. Huett (Assistant Chair), S. Lee (Assistant Chair), T. Peterson, M. Slone

Assistant Professor:

J. Hampton, A. Wilcox, L. Ziegler

Senior Lecturers:

L. Sheneman, J. Thompson

Learning Outcomes:

For the learning outcomes for all programs refer to the website https://www.westga.edu/education/etf.

Master of Education

Learning Design and educational Technology, M.Ed., Concentrations in Instructional Technology, School Librarianship

he online Master of Education with a major in Learning Design and Educational Technology includes three tracks: Instructional Technology, School Librarianship, and School Librarianship with Instructional Technology certification. All three are designed to prepare students to be progressive, innovative, and academically grounded in theory and rooted in practice. Graduates of the Instructional Technology program apply their skills in the marketplace of the P - 12 school, as well as higher education, corporate environment, health care, and governmental organizations. Graduates of the School Librarianship program are well-grounded in the day-to-day management of P - 12 School Libraries. While in the program, Instructional Technology students have the opportunity to collaborate with stakeholders through technology-based tools and applications, while School Library students derive learning experiences from practical field experiences in library settings. Program learning experiences are grounded in theoretical perspectives and practical application of knowledge to ensure that candidates are able to immediately apply learning objectives in diverse educational settings.

Degree Requirements

The major in learning design and educational technology is designed to prepare school librarians and instructional technologists at the graduate level. The master's program requires 30 to 36 semester hours and consists of three program concentrations: (1) school librarianship (30-33 hours); (2) instructional technology (30 hours), and (3) school librarianship with instructional technology certification (36 hours). Concentration three is available only for candidates who already hold a professional teaching certificate.

With concentration one, candidates are provided with educational experiences to prepare them to work in P-12 settings as school librarians. Students acquire skills that are necessary to design and deliver an effective school library program as well as evaluate its effectiveness through formative and summative measures.

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

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

All master's programs require a bachelor's degree from an accredited institution.

School Librarianship Concentration

Education Core (6-9 hrs)

- EDRS 6301 - Introduction to Research in the Human Sciences 3 Credit Hours
- CEPD 6101 - Psychology of Classroom Learning 3 Credit Hours
- SPED 6706 - Special Education in the Regular Classroom 3 Credit Hours (required if candidate has not already met House Bill 671 requirement through course/training or renewable professional certificate. If certified, take 6 hours and an elective; If not currently certified, take 9 hours and an elective)

School Librarianship Certification Sequence (21hrs)

- MEDT 7451 - Administration of the School Library Program 3 Credit Hours (taken first semester)
- MEDT 7452 - Multiple Literacies for the School Library 3 Credit Hours
- MEDT 7454 - Promoting Children's and Young Adult Literature in the School Library 3 Credit Hours
- MEDT 7455 - Selection, Organization, and Curation of Materials in the School Library 3 Credit Hours
- MEDT 7461 - Instructional Design in K-12 Environments 3 Credit Hours
- MEDT 7465 - Integrating Technology for Teaching and Learning in the School Library Program 3 Credit Hours
- MEDT 7487 - Practicum: School Librarianship 3 Credit Hours (must be taken during last semester in program)

Electives (3 hrs)

- CURR 6575 - Curriculum Trends and Issues 3 Credit Hours
- MEDT 7498 - Design and Development of Maker-centered Instruction 3 Credit Hours
- MEDT 7479 - Digital Game-Based Learning 3 Credit Hours
- MEDT 7468 - Instructional Multimedia Design and Development 3 Credit Hours
- MEDT 7485 - Special Topics in Media 1.0 - 3.0 Credit Hours
- MEDT 7490 - 21st Century Literacy Skills for Teaching and Learning 3 Credit Hours
- MEDT 7496 - Generative AI for P-12 3 Credit Hours Another elective may be selected if approved by the advisor.

Instructional Technology Concentration

Education Core (6 hrs)

- EDRS 6301 - Introduction to Research in the Human Sciences 3 Credit Hours (required)
- CEPD 6101 - Psychology of Classroom Learning 3 Credit Hours
- CURR 6575 - Curriculum Trends and Issues 3 Credit Hours
- MEDT 7266 - Portfolio Capstone 0 Credit Hours (required)

Instructional Technology Certification (9 hrs)

- MEDT 7464 - Designing Technology Enhanced Instruction 3 Credit Hours
- MEDT 7490 - 21st Century Literacy Skills for Teaching and Learning 3 Credit Hours
- MEDT 7476 - Coaching for Technology-Enhanced Learning 3 Credit Hours (not offered in summers; Prerequisites: MEDT 7464 or MEDT 7461)

IT Focused Core (6 hrs)

- MEDT 7461 - Instructional Design in K-12 Environments 3 Credit Hours
- MEDT 7468 - Instructional Multimedia Design and Development 3 Credit Hours

Electives - (9 hrs - select 3 courses)

Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)

- MEDT 7472 - Introduction to Online Education 3 Credit Hours
- MEDT 7489 - Asynchronous Online Course Design 3 Credit Hours
- MEDT 7491 - Implementation, Assessment, and Evaluation of Online Learning 3 Credit Hours (not offered in summers; Prerequisite: MEDT 7489)

Additional Elective Courses

- MEDT 7462 - Internet Tools, Resources, and Issues in Education 3 Credit Hours
- MEDT 7466 - Digital Photography in Instruction 3 Credit Hours
- MEDT 7467 - Web Design for Instruction 3 Credit Hours
- MEDT 7470 - Digital Media Production and Utilization 3 Credit Hours
- MEDT 7479 - Digital Game-Based Learning 3 Credit Hours
- MEDT 7480 - Global Learning and Collaboration with Technology 3 Credit Hours
- MEDT 7485 - Special Topics in Media 1.0 - 3.0 Credit Hours (with advisor approval)
- MEDT 7492 - Leadership and Administration of Online Learning and e-Learning 3 Credit Hours

- MEDT 7496 - Generative AI for P-12 3 Credit Hours
- MEDT 7497 - Extended Reality for Learning 3 Credit Hours
- MEDT 7498 - Design and Development of Maker-centered Instruction 3 Credit Hours
- MEDT 7499 - Methods & Strategies for CT-integrated Learning 3 Credit Hours
  Others to be approved by advisor

  1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7490, and MEDT 7476) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC) but can be taken as electives for non-certification students.

  2. Students who are not in a K12 setting should not take MEDT 7461. These students should consult with their advisor to determine a suitable replacement.

  3. Special Education in the Regular Classroom - House Bill 671 requirement must be met - course or training or current Renewable Professional certificate.

  4. Students must pass the GACE Content Assessments for IT if they seek certification.

  5. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.

  6. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current clear, renewable teaching certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.

  7. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.

  8. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.

  9. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).

  10. Upon acceptance into the program, you are directed to carefully read the Program Handbook and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

School Librarianship with Instructional Technology Concentration

M.Ed. Core (Required 6 hours)

- CURR 6575 - Curriculum Trends and Issues 3 Credit Hours
- CEPD 6101 - Psychology of Classroom Learning 3 Credit Hours
- EDRS 6301 - Introduction to Research in the Human Sciences 3 Credit Hours (required)

School Librarianship Certification Sequence (21 hours)

- MEDT 7451 - Administration of the School Library Program 3 Credit Hours *

- MEDT 7452 - Multiple Literacies for the School Library 3 Credit Hours
- MEDT 7461 - Instructional Design in K-12 Environments 3 Credit Hours *
- MEDT 7455 - Selection, Organization, and Curation of Materials in the School Library 3 Credit Hours *
- MEDT 7454 - Promoting Children's and Young Adult Literature in the School Library 3 Credit Hours *
- MEDT 7465 - Integrating Technology for Teaching and Learning in the School Library Program 3 Credit Hours *
- MEDT 7487 - Practicum: School Librarianship 3 Credit Hours *

Instructional Technology Certification Sequence (9 hours)

- MEDT 7464 - Designing Technology Enhanced Instruction 3 Credit Hours *
- MEDT 7490 - 21st Century Literacy Skills for Teaching and Learning 3 Credit Hours *
- MEDT 7476 - Coaching for Technology-Enhanced Learning 3 Credit Hours * (not offered in summers; Prerequisites: MEDT 7464 or MEDT 7461)
  Students must pass the appropriate GACE content assessment(s) to be eligible for certification.
  *Required courses for certification through Georgia Professional Standards Commission (GaPSC).

Endorsement

Online Teaching Endorsement

The Online Teaching Endorsement program prepares educators to design, facilitate, and manage instruction in an online format. Participants are prepared to assume a role as leaders in online learning for their organization. The endorsement consists of four courses focused on the characteristics and instructional methods of developing, delivering, assessing, and administering online courses from the classroom to the organizational system level. The Online Teaching Endorsement will be beneficial to K12 and higher education teachers, as well as instructional designers, and administrators.

Required Courses

Prerequisite (3 hours: Choose one course)

- MEDT 7461 - Instructional Design in K-12 Environments 3 Credit Hours
- MEDT 7464 - Designing Technology Enhanced Instruction 3 Credit Hours

Online Teaching Endorsement Courses (9 hours)

- MEDT 7472 - Introduction to Online Education 3 Credit Hours (Prerequiste: MEDT 7461 or MEDT 7464)
- MEDT 7491 - Implementation, Assessment, and Evaluation of Online Learning 3 Credit Hours (not offered in summers; Prerequisite: MEDT 7472)
- MEDT 7492 - Leadership and Administration of Online Learning and e-Learning 3 Credit Hours (Prerequisite MEDT 7492)
  Notes:
  1. The Online Teaching Endorsement is a program approved by the Georgia Professional Standards Commission (GaPSC) with the purpose of preparing students to teach classes in an online environment (Rule 505-3-.95).
  2. According to the GaPSC, "To be eligible for the professional Online Teaching Endorsement, the applicant must hold a level four (4) or higher renewable professional certificate or permit in any teaching field" (Rule 505-2-.172).
  3. The Online Teaching Endorsement is designed for students who hold a current clear, renewable teaching certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. (Students not working in K-12 who desire a credential to demonstrate their online design and facilitation competencies should consider the Online Teaching Certificate instead).

4. The Online Teaching Endorsement courses can only be taken one-per-semester. Therefore, the programs take between three and four semesters at a minimum.
5. The course MEDT 7491 is not offered in summer semesters.
6. Students must maintain a "B" average throughout the program. Students who earn a grade of "C" in a course, must earn a grade of "A" in another course to compensate for the "C" grade. A grade of "C" in a second course will result in suspension from the program.

Specialist in Education

Learning Design and Educational Technology, Ed.S., Concentrations in Instructional Technology, School Librarianship

The Ed.S. in Learning Design and Educational Technology program consists of two program concentrations: (1) School Librarianship and (2) Instructional Technology.

The Ed.S. program with a concentration in School Librarianship is designed to prepare school librarians to serve in district-level school library leadership roles in PK-12 school districts. Applicants for concentration one in School Librarianship must be eligible for S-5 certification in School Librarian.

The Ed.S. program with a concentration in Instructional Technology includes two tracks. The first track (Certification) provides initial preparation for P12 educators to be eligible for S-6 IT Certification in the state of Georgia and reinforces those ideas through advanced coursework. The second track (General) provides advanced preparation for instructional designers, instructional technology coordinators, and already certified K-12 (e.g., teachers, school librarians, instructional technology coordinators possessing IT Certification) seeking to gain additional skills in instructional technology for integration into the P-12 classroom. Admission requires a master's degree in any field and at least a 3.0 GPA.

Exit certification eligibility is determined by the certificate held during admission to the program.

School Librarianship Concentration

Ed.S. Core Required for all Candidates (15 hours)

- MEDT 7469 - Strategic Leadership Role of the School Librarian 3 Credit Hours
- MEDT 8470 - Action Research for School Libraries 3 Credit Hours
- MEDT 8461 - Diffusion of Innovations 3 Credit Hours
- MEDT 8464 - Trends and Issues in School Libraries 3 Credit Hours
- MEDT 8468 - The Instructional Leadership Role of the School Librarian 3 Credit Hours

Elective Courses: 15 hours required

Instructional Technology Certification sequence*

- MEDT 7461 Instructional Technology, Media, & Design
- MEDT 7464 - Designing Technology Enhanced Instruction 3 Credit Hours
- MEDT 7490 - 21st Century Literacy Skills for Teaching and Learning 3 Credit Hours
- MEDT 7476 - Coaching for Technology-Enhanced Learning 3 Credit Hours
  (not offered in summers; Prerequisites: MEDT 7464 or MEDT 7461)

Reading Endorsement sequence*

- READ 7271 - Theoretical and Pedagogical Approaches to Language and Literacy Instruction 3 Credit Hours
- READ 7263 - Comprehensive Language and Literacy Assessments and Interventions 3 Credit Hours
- READ 7201 - Teacher as Language and Literacy Leader 3 Credit Hours

Online Teaching Endorsement sequence*

- MEDT 7461 - Instructional Design in K-12 Environments 3 Credit Hours (or MEDT 7464 Designing Technology Enhanced Instruction)
- MEDT 7472 - Introduction to Online Education 3 Credit Hours
- MEDT 7489 - Asynchronous Online Course Design 3 Credit Hours
- MEDT 7491 - Implementation, Assessment, and Evaluation of Online Learning 3 Credit Hours (Prerequisite: MEDT 7472) (not offered in summers: Prerequisite: MEDT 7489)

Additional Electives

- MEDT 7485 - Special Topics in Media 1.0 - 3.0 Credit Hours (with advisor approval)
- MEDT 7479 - Digital Game-Based Learning 3 Credit Hours
- MEDT 7480 - Global Learning and Collaboration with Technology 3 Credit Hours
- MEDT 7467 - Web Design for Instruction 3 Credit Hours
- MEDT 7470 - Digital Media Production and Utilization 3 Credit Hours
- MEDT 7473 - Advanced Multimedia 3 Credit Hours
- MEDT 7492 - Leadership and Administration of Online Learning and e-Learning 3 Credit Hours
- MEDT 7496 - Generative AI for P-12 3 Credit Hours
- MEDT 7498 - Design and Development of Maker-centered Instruction 3 Credit Hours
- CEPD 8102 - Lifespan Human Development 3 Credit Hours
- READ 7267 - Diversity and Equity in Children's and Young Adult Literature 3 Credit Hours

Other electives as approved by advisor

*Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC).
Must pass the appropriate GACE content assessment(s), if applicable, to be eligible for certification.

Instructional Technology Concentration

General Track

Instructional Technology Required Courses (12 hours)

- MEDT 8461 - Diffusion of Innovations 3 Credit Hours
- MEDT 8462 - Leading and Managing Instructional Technology Programs 3 Credit Hours
- MEDT 8463 - Issues in Instructional Technology 3 Credit Hours
- MEDT 8465 - Human Performance Improvement 3 Credit Hours
- MEDT 8466 - Portfolio Capstone 0 Credit Hours

Electives (15 hours)

Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)

- MEDT 7472 - Introduction to Online Education 3 Credit Hours (Prerequisite: MEDT 7461 or MEDT 7464)
- MEDT 7489 - Asynchronous Online Course Design 3 Credit Hours

- MEDT 7491 - Implementation, Assessment, and Evaluation of Online Learning 3 Credit Hours (not offered in summers; Prerequisite: MEDT 7489)

Additional Electives

- MEDT 7461 - Instructional Design in K-12 Environments 3 Credit Hours
- MEDT 7462 - Internet Tools, Resources, and Issues in Education 3 Credit Hours
- MEDT 7464 - Designing Technology Enhanced Instruction 3 Credit Hours
- MEDT 7466 - Digital Photography in Instruction 3 Credit Hours
- MEDT 7467 - Web Design for Instruction 3 Credit Hours
- MEDT 7468 - Instructional Multimedia Design and Development 3 Credit Hours
- MEDT 7470 - Digital Media Production and Utilization 3 Credit Hours
- MEDT 7473 - Advanced Multimedia 3 Credit Hours
- MEDT 7476 - Coaching for Technology-Enhanced Learning 3 Credit Hours (not offered in summers)
- MEDT 7479 - Digital Game-Based Learning 3 Credit Hours
- MEDT 7480 - Global Learning and Collaboration with Technology 3 Credit Hours
- MEDT 7490 - 21st Century Literacy Skills for Teaching and Learning 3 Credit Hours
- MEDT 7492 - Leadership and Administration of Online Learning and e-Learning 3 Credit Hours
- MEDT 7496 - Generative AI for P-12 3 Credit Hours
- MEDT 7497 - Extended Reality for Learning 3 Credit Hours
- MEDT 7498 - Design and Development of Maker-centered Instruction 3 Credit Hours
- MEDT 7499 - Methods & Strategies for CT-integrated Learning 3 Credit Hours
- MEDT 7485 - Special Topics in Media 1.0 - 3.0 Credit Hours (with advisor approval)
- CEPD 8102 - Lifespan Human Development 3 Credit Hours

Others to be approved by advisor

1. This program is designed for students who already possess Instructional Technology Certfication from the Georgia Professional Standards Commission or are not anticipating pursuing this additional certification field. If you are pursuing adding Instructional Technology as a S field to your Georgia Professional Certificate, then you should be in the Certification track.

2. Renewable Professional certificate upon admission required for eligibility for Online Teaching Endorsement.

3. Students cannot repeat courses of the same content from a previous program for credit towards this degree.

4. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.

5. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.

6. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.

7. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).

8. Upon acceptance into program, you are directed to carefully read the Program Handbook and set up this

Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

Certification Track

Instructional Technology Required Courses (12 hours)

- MEDT 8461 - Diffusion of Innovations 3 Credit Hours
- MEDT 8462 - Leading and Managing Instructional Technology Programs 3 Credit Hours
- MEDT 8463 - Issues in Instructional Technology 3 Credit Hours
- MEDT 8465 - Human Performance Improvement 3 Credit Hours
- MEDT 8466 - Portfolio Capstone 0 Credit Hours

Instructional Technology Certification Courses (9 hours)

- MEDT 7464 - Designing Technology Enhanced Instruction 3 Credit Hours
- MEDT 7490 - 21st Century Literacy Skills for Teaching and Learning 3 Credit Hours
- MEDT 7476 - Coaching for Technology-Enhanced Learning 3 Credit Hours (not offered in summer semesters)

Additional Electives (6 hours)

Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)

- MEDT 7472 - Introduction to Online Education 3 Credit Hours (Prerequisite: MEDT 7461 or MEDT 7464)
- MEDT 7489 - Asynchronous Online Course Design 3 Credit Hours
- MEDT 7491 - Implementation, Assessment, and Evaluation of Online Learning 3 Credit Hours (Not offered in Summer Semesters) (Prerequisite: MEDT 7489)

Additional Electives

- MEDT 7462 - Internet Tools, Resources, and Issues in Education 3 Credit Hours
- MEDT 7466 - Digital Photography in Instruction 3 Credit Hours
- MEDT 7467 - Web Design for Instruction 3 Credit Hours
- MEDT 7468 - Instructional Multimedia Design and Development 3 Credit Hours
- MEDT 7470 - Digital Media Production and Utilization 3 Credit Hours
- MEDT 7473 - Advanced Multimedia 3 Credit Hours
- MEDT 7479 - Digital Game-Based Learning 3 Credit Hours
- MEDT 7480 - Global Learning and Collaboration with Technology 3 Credit Hours
- MEDT 7485 - Special Topics in Media 1.0 - 3.0 Credit Hours (with advisor approval)
- MEDT 7492 - Leadership and Administration of Online Learning and e-Learning 3 Credit Hours
- MEDT 7496 - Generative AI for P-12 3 Credit Hours
- MEDT 7497 - Extended Reality for Learning 3 Credit Hours
- MEDT 7498 - Design and Development of Maker-centered Instruction 3 Credit Hours
- MEDT 7499 - Methods & Strategies for CT-integrated Learning 3 Credit Hours
- CEPD 8102 - Lifespan Human Development 3 Credit Hours

Others to be approved by advisor

1. The Instructional Technology Certification courses (e.g., MEDT 7464, MEDT 7476, and MEDT 7490) are required courses for Instructional Technology Certification through the Georgia Professional Standards

Commission (GaPSC).

2. Students must pass the GACE Content Assessments for IT if they seek certification.

3. Induction or Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.

4. Students cannot repeat courses from a previous degree program for credit towards this degree.

5. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current Five-Year Induction or Professional certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies. Students can begin this endorsement/certificate program with their elective courses.

6. The Online Teaching Endorsement and the Online Teaching Certificate courses include prerequisite requirements.

7. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.

8. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).

9. Upon acceptance into program, you are directed to carefully read the Program Handbook and set up this Program Sheet. Maintain and update your program sheet regularly, and ask your academic advisors for input as needed. While it is your responsibility to know what classes to take, your academic advisor is here to help. Email them as needed with questions or concerns, and attach an up-to-date copy of your program sheet to aid communication.

Non-Degree Educator Certification

Instructional Technology Non-Degree Program

The Non-Degree Program in Instructional Technology is for students who wish to add certification in Instructional Technology but do not wish to earn another advanced degree. The certification is relevant to teachers and other school personnel employed in Georgia who already hold at least a Level 5 Certification with the Georgia Professional Standards Commission.

Instructional Technology Educator Certification

IT Certification Courses - (9 hrs)

- MEDT 7464 - Designing Technology Enhanced Instruction 3 Credit Hours
- MEDT 7490 - 21st Century Literacy Skills for Teaching and Learning 3 Credit Hours
- MEDT 7476 - Coaching for Technology-Enhanced Learning 3 Credit Hours
  * (not offered in summers; Prerequisites: MEDT 7464 or MEDT 7461)
  Students must pass the GACE Content Assessments for IT if they seek certification.

  Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

The course MEDT 7476 is not offered in summer semesters

IT Focused Core (3 hrs)

- MEDT 7468 - Instructional Multimedia Design and Development 3 Credit Hours
- MEDT 7266 - Portfolio Capstone 0 Credit Hours

Post-Baccalaureate Certificate

Post-Baccalaureate Certificate in Designing with Emerging Learning Technologies

Through the four-course Post-Baccalaureate Certificate in Designing with Emerging Learning Technologies (DELT), candidates will systematically design, develop, implement, and evaluate instructional programs and integrate emerging learning technologies such as augmented reality, virtual reality, and robotics into their instruction. Coursework draws upon instructional design, the maker movement, design thinking, project-based learning, and computational thinking to support candidates in the effective use of emerging technologies in learning environments.

Admission Requirements

Applicants must hold a Bachelor's degree or higher, with a GPA of 2.7 or higher.

Foundation Course

- MEDT 7464 - Designing Technology Enhanced Instruction 3 Credit Hours

Technology Centered Courses

- MEDT 7497 - Extended Reality for Learning 3 Credit Hours (Prerequisite: MEDT 7464)
- MEDT 7498 - Design and Development of Maker-centered Instruction 3 Credit Hours
- MEDT 7499 - Methods & Strategies for CT-integrated Learning 3 Credit Hours

Post-Baccalaureate Certificate in Instructional Technology

The Post-Baccalaureate Certificate in Instructional Technology is designed to prepare P-12 educators (e.g., teachers, school librarians) to effectively integrate technology into their own professional practice and to coach other educators in the use of learning technology for the improvement of school-based learning, teaching, and assessment practice. To be admitted to the program, individuals must already hold a Georgia induction or professional certificate (at least a Level 5) in any field. Students are eligible to receive a service field certification through the Georgia Professional Standards Commission upon certificate completion and passing the applicable GACE content assessment in Instructional Technology. This program may be completed in 2 - 4 semesters. For example, students may take two courses for two semesters or take one course per semester for four semesters.

Learning Outcomes

1. Candidates demonstrate content, pedagogical, and professional knowledge and skills.

2. Candidates develop, implement, and evaluate learning opportunities for all students.

3. Candidates demonstrate professional dispositions and ethics.

4. Candidates demonstrate the ability to serve the needs of diverse populations including special needs.

Required Courses

IT Certification Courses (9 hrs)

Induction or Professional certificate from the Georgia Professional Standards Commission upon admission is required for eligibility for Instructional Technology certification.

The course MEDT 7476 is not offered in summer semesters and should be taken in the final semester along with the 0-hour course MEDT 7266.

- MEDT 7464 - Designing Technology Enhanced Instruction 3 Credit Hours
- MEDT 7490 - 21st Century Literacy Skills for Teaching and Learning 3 Credit Hours
- MEDT 7476 - Coaching for Technology-Enhanced Learning 3 Credit Hours (not offered in summers; Prerequisites: MEDT 7464 or MEDT 7461)
  Students must pass the GACE Content Assessment for IT if they seek certification.
  Renewable Professional Certificate upon admission required for eligibility for Instructional Technology certification.

IT Focused Core (3 hrs)

- MEDT 7468 - Instructional Multimedia Design and Development 3 Credit Hours
- MEDT 7266 - Portfolio Capstone 0 Credit Hours

Post-Baccalaureate Certificate in Online Teaching

The Certificate in Online Teaching prepares individuals to design, facilitate, and manage instruction in an online format. Participants are prepared to assume a role as leaders in online learning for their organization. Coursework focuses on the design, development, facilitation, and evaluation of high-quality asynchronous online instruction. Students apply instructional design models, Universal Design for Learning, and best practices in online course design to create accessible, interactive, and well-aligned learning experiences. Emphasis is placed on mapping learning outcomes, developing assessments, selecting instructional materials, and organizing clear course navigation within a learning management system. The Certificate in Online Teaching will be beneficial to P-12 educators, higher education faculty, instructional designers, and administrators seeking to improve online and distance education practices. The Certificate in Online Teaching is aligned to the Online Teaching Endorsement standards of the Georgia Professional Standards Commission.

Learning Outcomes

1) Apply theoretical and legal frameworks of online learning.

2) Design and develop quality online content.

3) Implement, assess, and evaluate online learning.

Required Courses

Prerequisite (3 hours; choose one course)

- MEDT 7461 - Instructional Design in K-12 Environments 3 Credit Hours
- MEDT 7464 - Designing Technology Enhanced Instruction 3 Credit Hours

Online Teaching Certificate Courses (9 hours)

- MEDT 7472 - Introduction to Online Education 3 Credit Hours
- MEDT 7489 - Asynchronous Online Course Design 3 Credit Hours (Prerequisites: MEDT 7461 or 7464 and MEDT 7472)
- MEDT 7491 - Implementation, Assessment, and Evaluation of Online Learning 3 Credit Hours (Prerequisite: MEDT 7489; not offered in Summer)

Post-Baccalaureate Certificate in School Librarianship

The Certificate program in School Librarianship is designed to prepare individuals to serve as building-level school librarians in PK-12 schools.To be admitted to the program, individuals must already hold a Georgia professional certificate in any field. Students are eligible to receive a service field certification through the Georgia Professional Standards Commission upon certificate completion and passing the applicable GACE content assessment.

Learning Outcomes

1. Candidates demonstrate content knowledge and skills.

2. Candidates implement learning opportunities for all students.

3. Candidates demonstrate professional dispositions.

4. Candidates demonstrate ability to serve needs of diverse populations including special needs.

Program Requirements

- MEDT 7451 - Administration of the School Library Program 3 Credit Hours
- MEDT 7452 - Multiple Literacies for the School Library 3 Credit Hours
- MEDT 7461 - Instructional Design in K-12 Environments 3 Credit Hours
- MEDT 7455 - Selection, Organization, and Curation of Materials in the School Library 3 Credit Hours
- MEDT 7454 - Promoting Children's and Young Adult Literature in the School Library 3 Credit Hours
- MEDT 7465 - Integrating Technology for Teaching and Learning in the School Library Program 3 Credit Hours
- MEDT 7487 - Practicum: School Librarianship 3 Credit Hours

Department of Leadership, Research, and School Improvement

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

Professors:

D. Mindrila, A. Packard, M.A. Varga (Associate Dean)

Associate Professors:

C. Davis, L. Kimbrel, J. Ruffin (Assistant Chair)

Assistant Professors:

S. Fuhrey, J. Raschen (Interim Chair)

Learning Outcomes:

Education leaders build a collective vision of student success and well-being.

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

Education leaders champion and support instruction and assessment that maximizes student learning and achievement.

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

Education leaders manage and develop staff members' professional skills and practices in order to drive student learning and achievement.

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

Education leaders cultivate a caring and inclusive school community dedicated to student learning, academic success and personal well-being of every student.

Education leaders create healthy, safe, and supportive school environments in which students are known, accepted, valued and empowered to reach their fullest potential. Leaders do so by fostering a culture defined by high expectations, trust and a collective sense of responsibility for the academic, social and emotional needs of all students.

Education leaders effectively coordinate resources, time, structures and roles to build the instructional capacity of teachers and other staff.

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

Education leaders engage families and the outside community to promote and support student success.

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

Education leaders administer and manage operations efficiently and effectively.

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

School Improvement

Education Annex 216 • 678-839-5162
https://www.westga.edu/eddsi/

Please check our website for the most up-to-date information.

Doctorate in Education

School Improvement, Ed.D.

Program Overview

The online Ed.D. program in School Improvement offers a unique opportunity for educators looking for an interdisciplinary, inquiry-based doctoral program that prepares graduates to become the next generation of change agents. Our mission is to develop educational professionals who initiate systemic and sustainable improvement in schools. Graduates will strategically and collaboratively plan, design, implement, and document the impact of educational improvements that promote and increase the academic achievement and social development of all students. It is the goal of our program and its faculty that our graduates:

- Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research.

- Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement.

- Conduct research that can be applied to initiate and sustain PK - 12 school improvement.

- Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.

Application Process

Admission to the Doctor of Education in School Improvement Program is highly competitive. Each spring and summer, all timely and complete applications meeting the minimum recommended requirements are thoroughly reviewed by several faculty members. All applicants, including previous UWG students, must complete all steps of the application process as outlined below. Only completed applications received by the deadline will be considered.

Complete the online application for graduate admissions. If you are pursuing the 60 credit hour program, you must identify your Area of Concentration on the application. The online application requires a $40.00 non-refundable application fee.

All applicants must have earned a Master's degree from an accredited institution.

A cumulative minimum graduate grade point average (GPA) of 3.0 on a 4.0 scale is required for all graduate coursework.

Vitae: A vitae listing education and employment history, experience with school improvement, and awards and recognitions. The C.V. should demonstrate progressive K-12 leadership experience, and include contact information for 3 references. Current and complete contact information, including an active email address, should be provided.

Official Transcripts: Request official transcripts from degree-granting institutions for undergraduate and graduate work. Place the transcripts in this packet in their original, sealed envelopes (it cannot be treated as official if it has been opened). Or the university may send e-scripts to graduate@westga.edu.

Essay: Complete a 750-1,000 word essay that uses scholarly literature (e.g., research articles) to connect your

experience with school improvement and your professional goals with the body of research related to the topic. Explain how research has informed your professional practice and what outcomes you believe are possible when implementing effective school improvement practices. Please write your essay in APA, 7th edition format, including citations and a reference list.

Writing Sample: Submit previously written work (5-10 pages in length) that you feel demonstrates your writing abilities. Written work can include papers from graduate degree work or work reports.

International applicants must follow procedures and timelines of the UWG International Student Admissions and Programs Office (ISAP).

Finalists may be selected for a telephone or virtual interview.

Transfer of Credits

In the 60 credit-hour program, the core 48 credit-hours must be taken at UWG as per the student's program of study. A maximum of 15 semester hours of graduate credit for area of concentration courses may be transferred from another accredited institution or applied from previous coursework at the University of West Georgia, subject to the following conditions:

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

AoC (Area of Concentration) - required in 60 credit hour program

The Area of Concentration (or AoC) in the School Improvement program provides a specialized, thematic concentration to the student's studies. Made up of 15 credit hours of electives and the student's dissertation, the AoC comprises a student's focus within the program. Specific AoC's are developed in conjunction with various departments within the College of Education at the University of West Georgia. Currently, the available AoC's include:

- English to Speakers of Other Languages (ESOL)
- Elementary Education
- Educational Leadership
- Instructional Technology
- K-12 Online Learning
- Media Specialist
- Reading
- School Counseling
- Special Education (General Curriculum)

For Georgia Students only

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

The following conditions/restrictions apply:

A. The student must enter the program with the qualifying certification area already on their Georgia certificate as a clear renewable field,
B. The student must select the applicable, qualifying certification area as their minimum 15-hour Area of Concentration. In order to receive a certification upgrade as a part of the Ed.D. in School Improvement, the hours must be taken at UWG as a part of this degree program,
C. Educational Leadership students must meet the specific position requirements, and
D. The program does not lead to initial certification.

It is the responsibility of the applicant/student to check the upgrade possibilities at the GAPSC Certificate Upgrade Advisor.

General Academic Standards

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

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

Academic Standing

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

Each student is reviewed regularly regarding the following:

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

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

Program of Study for Students Without an Ed.S. Degree

Core Content School Improvement (18 hours):

- EDSI 9923 - The Authentic Leader: Reflective and Culturally Proficient Practices for the 21st Century School 3 Credit Hours
- EDSI 9933 - Leadership for Change 3 Credit Hours
- EDSI 9941 - Organizational Theories and School Improvement 3 Credit Hours
- EDSI 9942 - Advanced Instructional Practices to Improve Schools 3 Credit Hours
- EDSI 9943 - Advanced Principles of School Improvement 3 Credit Hours

Elective (Select any one) (3 hours):

- EDLE 8304 - Leadership for Organizational Change and Improvement 3 Credit Hours
- EDLE 8305 - Effective Management to Promote Student Learning 3 Credit Hours
- EDLE 8306 - Instructional Leadership for Improving 3 Credit Hours
- EDLE 8312 - School Finance and Resource Management 3 Credit Hours
- EDLE 8324 - Ethical Leadership in Education 3 Credit Hours
- EDLE 8329 - School Culture and the Pursuit of Excellence 3 Credit Hours
- CEPD 8102 - Lifespan Human Development 3 Credit Hours
- MEDT 8461 - Diffusion of Innovations 3 Credit Hours
- MEDT 8463 - Issues in Instructional Technology 3 Credit Hours
- ECSE 7560 - Contemporary Issues in Education 3 Credit Hours
- ECED 7273 - Family/Community Involvement for School Improvement 3 Credit Hours
- CEPD 8194 - Research: Mixed Methods Analysis 3 Credit Hours
- Or any other approved 7000 or above course

Research (12 hours):

- EDSI 9960 - Research Design 3 Credit Hours
- EDSI 9961 - Quantitative Research Methods 3 Credit Hours
- EDSI 9962 - Qualitative Research Methods 3 Credit Hours
- EDSI 9171 - Program Evaluation 3 Credit Hours

Doctoral Seminar (3 hours):

- EDSI 9901 - Doctoral Seminar 3 Credit Hours

Dissertation (9 hours):

- EDSI 9998 - Research for Doctoral Dissertation 1.0 - 5.0 Credit Hours

Area of Concentration (AoC) (15 hours)

Total Program: 60 hours

Program Notes:

1. Courses in the (AoC) Area of Concentration (15 hours) may be taken at designated times during the plan of studies.

2. Up to 12 credit hours of post-Masters' coursework may be transferred in for doctoral credit in the Area of Concentration and hours may be taken after admission to candidacy and with the approval of the advisor.

3. Additional program policies are outlined on the School Improvement Doctoral Program website.

Program of Study for Students With an Ed.S. Degree

Core Content School Improvement (15 hours)

- EDSI 9923 - The Authentic Leader: Reflective and Culturally Proficient Practices for the 21st Century School 3 Credit Hours
- EDSI 9933 - Leadership for Change 3 Credit Hours
- EDSI 9941 - Organizational Theories and School Improvement 3 Credit Hours
- EDSI 9942 - Advanced Instructional Practices to Improve Schools 3 Credit Hours
- EDSI 9943 - Advanced Principles of School Improvement 3 Credit Hours

Research (9 hours)

- EDSI 9171 - Program Evaluation 3 Credit Hours
- EDRS 9105 - Applied Qualitative Research for School Improvement 3 Credit Hours
- EDRS 9106 - Applied Quantitative Research for School Improvement 3 Credit Hours

School Improvement Capstone Experience (9 hours)

- EDSI 9995 - Capstone I 3 Credit Hours
- EDSI 9996 - Capstone II 3 Credit Hours
- EDSI 9997 - Capstone III 3 Credit Hours

Program of Study for Students With an Ed.S. Degree (Strategic Leadership Track)

This track is for students with an Ed.S. Degree who want to focus on Strategic Leadership in School Improvement. Applicants must hold an earned Ed.S. degree in a major that matches a field of certification held in order to qualify for an in-field upgrade upon program completion.

Core Content Strategic Leadership for School Improvement (15 hours)

- EDSI 9941 - Organizational Theories and School Improvement 3 Credit Hours
- EDLE 9901 - Advanced Principles of Strategic Leadership 3 Credit Hours
- EDSI 9933 - Leadership for Change 3 Credit Hours
- EDLE 9902 - Advocacy, Influence, and Stakeholder Relations 3 Credit Hours
- EDSI 9925 - Policy Analysis for School Improvement 3 Credit Hours

Research (9 hours)

- EDRS 9105 - Applied Qualitative Research for School Improvement 3 Credit Hours
- EDRS 9106 - Applied Quantitative Research for School Improvement 3 Credit Hours
- EDSI 9171 - Program Evaluation 3 Credit Hours

Capstone (9 hours)

- EDSI 9995 - Capstone I 3 Credit Hours
- EDSI 9996 - Capstone II 3 Credit Hours
- EDSI 9997 - Capstone III 3 Credit Hours

Total Program: 33 hours

Specialist in Education

Educational Leadership, Ed.S.

Degree Requirements

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

- A Master's degree from an accredited institution
- 3.0 or better cumulative GPA on graduate work
- Hold a leadership position in a local education agency (LEA), or other service organization with which the university has a formal partnership agreement.
- Be recommended by the Superintendent, Headmaster, or the senior administrator of the employing LEA or organization.
- Must have "Tier I", "L", or "PL" certification
- Must pass Georgia Ethics for Educational Leadership - Program Entry Assessment (Test 380)

Plan of Study

I. Leadership Core Content: 6 Hours

- EDLE 8312 - School Finance and Resource Management 3 Credit Hours
- EDLE 8324 - Ethical Leadership in Education 3 Credit Hours

II. Performance-Based Residency Lab: 9 Hours

- EDLE 8301 - Educational Leadership Residency Lab I 3 Credit Hours
- EDLE 8302 - Educational Leadership Residency Lab II 3 Credit Hours
- EDLE 8303 - Educational Leadership Residency Lab III 3 Credit Hours

III. Performance-Based Residency Courses: 12 Hours

- EDLE 8304 - Leadership for Organizational Change and Improvement 3 Credit Hours
- EDLE 8305 - Effective Management to Promote Student Learning 3 Credit Hours
- EDLE 8306 - Instructional Leadership for Improving 3 Credit Hours
- EDLE 8329 - School Culture and the Pursuit of Excellence 3 Credit Hours

Total Program: 27 Hours

Program Notes

1. Candidates must complete Residency Lab courses EDLE 8301, 8302, and 8303 in sequence.

Post-Baccalaureate Certificate

Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods

The Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods focuses on the design of research studies, measurement of variables, data analysis, and formulation of models. Includes instruction in experimental, quasi-experimental, and case study methods; historical research; participant observation; questionnaire design; sampling theory; and statistical methods.

Learning Outcomes

Certificate students will demonstrate the knowledge and understanding of:

Develop data collection instruments and procedures appropriate for specific research projects

Show specific knowledge in at least one sphere of program evaluation

Be able to apply qualitative and quantitative research techniques

Admissions

All graduate applicants must complete the online Grad Application and pay the one-time application fee.

The application should include the following:
1. Official transcripts from an accredited institution (a minimum 2.5 cumulative undergraduate GPA on a 4.0 scale is required), and
2. A statement of purpose describing the reasons for seeking a Data Analysis and Evaluation Methods certificate.

Students already admitted to a graduate program at the University of West Georgia do not need to submit the application form. They should consult with their advisor and the coordinator of the certificate program and inform the Registrar of the intention to pursue the Certificate in Data Analysis and Evaluation Methods.

International applicants are subject to additional requirements and application deadlines. See Procedures for International Students.

Program of Study

The Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods requires the completion of 12 semester hours of graduate credit.

One Foundation Course:

- CRIM 6013 - Social Research 3 Credit Hours
- SOCI 6013 - Social Research 3 Credit Hours
- POLS 6202 - Research Methods for Public Administration 3 Credit Hours
- PSYC 6083 - Research Methods 3 Credit Hours
- EDRS 6301 - Introduction to Research in the Human Sciences 3 Credit Hours
- EDRS 8301 - Educational Research Design 3 Credit Hours
- EDSI 9960 - Research Design 3 Credit Hours

One Course in Program Evaluation:

- CRIM 6275 - Program Evaluation in the Public Safety Sector 3 Credit Hours

- SOCI 6275 - Planning and Evaluation 3 Credit Hours
- POLS 6204 - Public Policy Analysis and Program Evaluation 3 Credit Hours
- CEPD 8156 - Designing Effective Programs 3 Credit Hours
- CEPD 9171 - Program Evaluation 3 Credit Hours
- EDRS 7101 - Program Evaluation I: Introduction to Program Evaluation 3 Credit Hours
- EDRS 9101 - Program Evaluation I: Introduction to Program Evaluation 3 Credit Hours
- EDSI 9171 - Program Evaluation 3 Credit Hours
- HESA 7152 - Research and Program Evaluation 3 Credit Hours
- HESA 9224 - Institutional Assessment and Program Effectiveness 3 Credit Hours
- MEDT 8480 - Program Evaluation 3 Credit Hours
- SPED 7701 - Program Planning and Evaluation in Special Education 3 Credit Hours

One Course in Research Methods:

- SOCI 6613 - Qualitative Research 3 Credit Hours
- SOCI 6660 - Institutional Ethnography 3 Credit Hours
- SOCI 6003 - Advanced Statistics for Sociology 3 Credit Hours
- POLS 6202 - Research Methods for Public Administration 3 Credit Hours
- GEOG 5551 - Introduction to GIS and Mapping Science 3 Credit Hours
- ECON 6430 - Business Forecasting 3 Credit Hours
- ECON 6485 - Special Topics in Economics 3 Credit Hours
- EDRS 6303 - School-Based Research Methods 3 Credit Hours
- CEPD 8184 - Research: Quantitative Analysis 3 Credit Hours
- CEPD 8194 - Research: Mixed Methods Analysis 3 Credit Hours
- CEPD 9183 - Directed Doctoral Research 3 Credit Hours
- PSYC 6083 - Research Methods 3 Credit Hours
- EDRS 6341 - Using Data to Improve the School 3 Credit Hours
- EDRS 6342 - School and Classroom Assessment 3 Credit Hours
- EDRS 8302 - Educational Research: Theory and Practice 3 Credit Hours
- EDSI 9961 - Quantitative Research Methods 3 Credit Hours
- EDSI 9962 - Qualitative Research Methods 3 Credit Hours
- EDSI 9963 - Action Research for Change I 3 Credit Hours
- EDSI 9964 - Advanced Research Seminar 3 Credit Hours
- HESA 9221 - Qualitative Research in a Higher Education Environment 3 Credit Hours
- HESA 9222 - Quantitative Research in a Higher Education Environment 3 Credit Hours
- HESA 9223 - Applied Research Practices 3 Credit Hours
- MEDT 8484 - Research on Media and Instructional Technology 3 Credit Hours
- MEDT 8485 - Research Seminar II 3 Credit Hours
- SPED 7782 - Single Case Research Methods in Special Education 3 Credit Hours
- SPED 8784 - Research Seminar 3 Credit Hours
- CRIM 5004 - Managing Data 3 Credit Hours

One Capstone Course:

- EDRS 7000 - Data Analytics 3 Credit Hours

Note:

Students seeking the certificate in conjunction with other degree programs must consult their graduate advisor to ensure that they are on track to meet degree requirements.

Post Master's Certificate

Educational Leadership Tier 1 Certification Program

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

Learning Outcomes

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Admission Requirements

To be considered for admission to the Educational Leadership Tier I Certification Program, the following are required: a 3.0 graduate GPA, a master's degree (or higher degree) from an accredited institution, copies of official transcripts from each university attended, T5 or S5 professional teaching certificate, passing score on Georgia Ethics for Educational Leadership Assessment (Test 380), and a completed application for admission.

Required Courses

- EDLE 7000 - Principles of Instructional Leadership 3 Credit Hours
- EDLE 7100 - School Law, Policy, and Ethics 3 Credit Hours
- EDLE 7200 - Using Data to Improve the School 3 Credit Hours
- EDLE 7300 - School Operations for Student Learning 3 Credit Hours
- EDLE 7400 - Leadership for Student Learning 3 Credit Hours

- EDLE 7500 - School and Community Engagement 3 Credit Hours
  PROGRAM NOTE: Candidates completing the program are required to take and pass the GACE Content Assessment in Educational Leadership.

Educational Leadership Tier 2 Certification Program

This program is for individuals who already hold an Ed.S. or Ed.D. degree in leadership, but are seeking a Georgia performance-based certificate in Educational Leadership. The program affords candidates advanced preparation in Educational Leadership for both school level and system level leadership positions and will result in a Tier II certificate in Educational Leadership.

Learning Outcomes

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Admission Requirements

• An Ed.S. or an Ed.D. degree from an accredited institution • Hold a leadership position in a local education agency (LEA), or other service organization with which the university has a formal partnership agreement. • Be recommended by the Superintendent, Headmaster, or the senior administrator of the employing LEA or organization. • Must have "Tier I", "L", or "PL" certification • Must pass the Georgia Ethics for Educational Leadership Assessment (Test 380)

Required Courses

Performance-Based Residency Lab: 9 hours

- EDLE 8301 - Educational Leadership Residency Lab I 3 Credit Hours
- EDLE 8302 - Educational Leadership Residency Lab II 3 Credit Hours
- EDLE 8303 - Educational Leadership Residency Lab III 3 Credit Hours

Performance-Based Residency Courses: 12 Hours

- EDLE 8304 - Leadership for Organizational Change and Improvement 3 Credit Hours
- EDLE 8305 - Effective Management to Promote Student Learning 3 Credit Hours
- EDLE 8306 - Instructional Leadership for Improving 3 Credit Hours
- EDLE 8329 - School Culture and the Pursuit of Excellence 3 Credit Hours

PROGRAM NOTES: 1. Regular admission requires Tier I Certification (or a Ga PSC issued Professional L or PL Certificate in Educational Leadership). 2. Candidates must be employed in a leadership position as defined by the Ga PSC. As defined in 505-3-.77, the term leadership position refers to those positions requiring leadership certification as determined by the Ga PSC for placement on the state salary schedule. 3. Candidates must complete Residency Lab courses EDLE 8301, 8302, and 8303 in sequence. 4. Candidates must pass the Georgia Educational Leadership Performance Assessment to be eligible for certification. 5. Application for certification should be submitted at the completion of the program to the Ga PSC. 6. Candidates must achieve a GPA of 3.0 or higher by the end of the program to be recommended for certification.

Department of Special Education

Special Education

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

Professors:

K. Green (Chair), M. Trotman Scott (Interim Chair, CHS)

Associate Professors:

M. Council, T. Franklin, J. Schwab

Assistant Professors:

T. Campese, K. Holman, B. Locchetta (Assistant Chair), D. Miranda, S. Mrstik

Clinical Assistant Professors:

J. Campbell, T. Wood (Assistant Chair)

Lecturer:

A. Sutton (Assistant Chair)

Learning Outcomes

The learning outcomes for the graduate programs in Special Education are taken from the Advanced Preparation Standards of the Council for Exceptional Children (CEC).

https://catalog.westga.edu/content.php?filter[27]=SPED&filter[29]=6767&filter[keyword]=&filter[32]=1&filter[cpage]=1&cur_cat_oid=22&expand=&navoid=1416&search_database=Filter#acalog_template_course_filter

Probation and Dismissal Policy for Graduate Students

Graduate students must maintain a 3.0 GPA.

Master of Arts in Teaching

Teacher Education, M.A.T., Concentrations in Special Education: Adapted Curriculum, General Curriculum

The Master of Arts in Teaching with a concentration in Special Education at the University of West Georgia is a fully online 30-hour degree program that seamlessly integrates embedded practicum experience with academic study. The comprehensive program is designed for individuals holding a Bachelor's degree in a non-education field and seeking initial teaching certification in Georgia. This program offers two distinct PK-12 concentration options, General Curriculum and Adapted Curriculum.

The General Curriculum Concentration option focuses on learners with mild to moderate disabilities in a general education setting who are working toward the state-adopted curriculum content standards and participating in the general achievement standards assessment.

The Adapted Curriculum Concentration option is specifically designed for teacher candidates responsible for teaching learners with moderate to severe disabilities, who require increased support levels, modified curriculum instruction, and alternate achievement assessments.

Both concentrations culminate in an internship experience, allowing teacher candidates to practice and refine their skills in a real-world accredited Georgia school setting. The MAT in Special Education program is an ideal pathway for career changers aiming to make a significant impact in the field of Special Education.

Degree Requirements

The Master of Arts in Teaching, with a concentration in Special Education, is a 30-hour degree for students who hold a Bachelor's degree in a field outside of Education. This degree results in a Georgia initial teaching certification in Special Education. Students may choose between two certification concentrations: general curriculum and adapted curriculum. Many students who pursue this degree are career changers who want to add a Georgia teaching certificate to an existing degree in an undergraduate content field. Students must complete the Georgia Educator Ethics Assessment to be admitted to this program. An undergraduate GPA of 3.0 is required for admission.

Professional Education Foundation: 12 Hours

- SPED 6700 - Special Education MAT Program - First Semester Seminar 0 Credit Hours
- SPED 6709 - Regulations and Requirements in Special Education 3 Credit Hours
- SPED 7722 - Collaborative Practices in Special Education 3 Credit Hours
- READ 6262 - Reading Instruction and Assessment I (PK-2) 3 Credit Hours
- READ 6263 - Reading Instruction and Assessment II (3-5) 3 Credit Hours

Select One Concentration Area Below: 15 Hours

General Curriculum Courses

- SPED 6715 - Characteristics of Learners: Mild Disabilities 3 Credit Hours
- SPED 6761 - Classroom Behavior Management 3 Credit Hours
- SPED 6766 - General Curriculum: Methods I with Practicum 3 Credit Hours
- SPED 6767 - Methods II: General Curriculum Concentration 3 Credit Hours
- SPED 7721 - Assessment of Students with Mild Disabilities 3 Credit Hours

Adapted Curriculum Courses

- SPED 6701 - Characteristics of Learners: Severe Disabilities 3 Credit Hours
- SPED 6716 - Assessment of Students with Severe Disabilities 3 Credit Hours

- SPED 6751 - Behavioral Strategies for Students with Severe Disabilities 3 Credit Hours
- SPED 6776 - Adapted Curriculum: Methods I with Practicum 3 Credit Hours
- SPED 6777 - Methods II: Adapted Curriculum Concentration 3 Credit Hours

Internship: 3 Hours

- SPED 6793 - Internship: Special Education 3 Credit Hours

Comprehensive Exam

- SPED 6705 - Comprehensive Exam for the Master of Arts in Teaching: Special Education 0 Credit Hours

Total Program Hours: 30 Hours

Master of Education

Special Education, M.Ed.

Master of Education (M.Ed.) in Special Education is a fully online, 30-credit hour program designed to prepare candidates who hold a current teaching certificate to expand their professional knowledge and expertise and strengthen their leadership and advocacy skills for improving the educational and behavioral outcomes of students with diverse needs. Our program is uniquely focused on compassionate, trauma-informed behavior support with core courses in data collection and analysis, functional behavior assessment, and individualized intervention.

Three areas of concentration are available to candidates within our M.Ed. in Special Education: Dyslexia, Autism, or Applied Behavior Analysis.

Candidates who choose Dyslexia or Autism concentrations will be eligible to add a Georgia PSC Endorsement in those areas to their teaching certificate.

Our M.Ed. with an Applied Behavior Analysis concentration is designed to meet the coursework and some of the fieldwork* requirements outlined by the Behavior Analysis Certification Board (BACB) for those who may want to seek national certification and a career as a Board Certified Behavior Analyst (BCBA).

Courses in our M.Ed. are aligned to the Advanced Preparation Standards from the Council for Exceptional Children (CEC) and 6th edition test content outline from the Behavior Analyst Certification Board (BACB).

Students are admitted each fall, spring, and summer semester. Many students complete the program in 4 to 5 semesters. Successful completion of this program will result in eligibility for a certificate upgrade of their current Georgia teaching certificate to level 5 (T-5).

*ABA Note: Candidates will complete two fieldwork practicum experiences within the program. The BACB requires a minimum of 1,500 supervised fieldwork hours in addition to coursework to be eligible to take the BCBA exam. Candidates who do not accrue these hours during the program will be required to do so independently to become eligible for examination.

Admission Requirements

Admission to the program requires an applicant to:

1. Complete requirements for a Bachelor's degree from an accredited institution.
2. Present a cumulative 3.0 (4.0 scale) grade point average or higher on all undergraduate work.

3. Present a current renewable certificate in Special Education.

Special Education Core (12 credit hours)

- SPED 7705 - Intersectional Trends and Issues in Special Education 3 Credit Hours
- SPED 7720 - Trauma-Informed Functional Behavioral Assessment in Special Education 3 Credit Hours
- SPED 7767 - Compassionate Behavior Analytic Intervention in Special Education 3 Credit Hours
- SPED 7782 - Single Case Research Methods in Special Education 3 Credit Hours

Autism Endorsement Area of Concentration (18 credit hours)

- SPED 7702 - Technology in Special Education 3 Credit Hours
- SPED 7716 - Autism: Theories and Characteristics 3 Credit Hours
- SPED 7723 - Foundations of Trauma-Informed Teaching and Intervention for Students with Disabilities 3 Credit Hours
- SPED 7724 - Collaboration and Inclusion 3 Credit Hours
- SPED 7726 - Autism: Collaboration and Instruction 3 Credit Hours
- SPED 7750 - Introduction to Applied Behavior Analysis 3 Credit Hours

Dyslexia Endorsement Area of Concentration (18 credit hours)

- SPED 6500 - Dyslexia: Methods and Instructional Strategies 3 Credit Hours
- SPED 7702 - Technology in Special Education 3 Credit Hours
- SPED 7723 - Foundations of Trauma-Informed Teaching and Intervention for Students with Disabilities 3 Credit Hours
- SPED 7724 - Collaboration and Inclusion 3 Credit Hours
- READ 7263 - Comprehensive Language and Literacy Assessments and Interventions 3 Credit Hours
- SLPA 7720 - Language Disorders and Literacy 3 Credit Hours

Applied Behavior Analysis (ABA) Area of Concentration (18 credit hours)

- SPED 7750 - Introduction to Applied Behavior Analysis 3 Credit Hours
- SPED 7755 - Theoretical and Philosophical Foundations in Applied Behavior Analysis 3 Credit Hours
- SPED 7768 - Ethical Practice and Professional Issues in Special Education and Behavior Analysis 3 Credit Hours
- SPED 7780 - Organizational Behavior Management & Supervision 3 Credit Hours
- SPED 7791 - Introductory Experiential Learning in ABA: Practicum I 3 Credit Hours
- SPED 7792 - Advanced Experiential Learning in ABA: Practicum II 3 Credit Hours

Comprehensive Exam (0 credit hours)

- SPED 6795 - End of Program Seminar for the Master of Education: Special Education 0 Credit Hours

Total Program Hours: 30 Hours

Endorsement

Autism Endorsement

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

Autism Endorsement - 9 semester hours of graduate credit as follows:

- SPED 7716 - Autism: Theories and Characteristics 3 Credit Hours
- SPED 7767 - Compassionate Behavior Analytic Intervention in Special Education 3 Credit Hours
- SPED 7726 - Autism: Collaboration and Instruction 3 Credit Hours

Specialist in Education

Special Education, Ed.S.

We designed our Ed.S. in Special Education program with full-time educators and speech-language pathologists in mind. All courses are delivered fully online, with no requirement to come to campus. Many classes are only eight weeks in length, allowing students to focus on one course at a time while completing two courses per semester. Most students complete their program in as few as four semesters.

Our program features three distinct tracks to meet a variety of professional goals:

Traditional Track (27 credit hours) - Can be completed in four semesters and leads to level 6 upgrade.

Leadership Track (33 credit hours) - Can be completed in five semesters and leads to both level 6 upgrade and Tier I Educational Leadership certification.

Applied Behavior Analysis (ABA) Track (39 credit hours) - Can be completed in six semesters and leads to level 6 upgrade and eligibility to sit for the National Board Certification exam in behavior analysis.

Students are admitted each semester. The GRE is not required for admission. However, applicants must provide documentation of at least two years of public-school employment as a special education teacher or speech-language pathologist, along with a current T-5 certificate in special education or S-5 certificate in speech-language pathology.

All program tracks emphasize leadership in the field of special education. Courses include topics such as program planning and evaluation, curriculum design, special education law, administration, multiculturalism, and advanced research, each designed to elevate your impact and effectiveness as a special education professional.

Admission Requirements

The program has been designed to meet the needs of individuals who wish to obtain advanced training in Special Education.

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

-Present a cumulative 3.0 (4.0 scale) grade point average or higher on the last graduate degree earned.

-Present a clear and renewable T-5 teaching certificate in special education or service certificate in speech-language pathology.

-Document 2 or more years of successful experience as a special education teacher, a collaborative teacher working directly with students with disabilities or speech-language pathologist in the school setting.

-Completion of the GACE Ethics for Leaders (Test 352) for Tier I Leadership track.

All out-of-state students must verify with their local certification agency to determine if sought after degree will result in a certification upgrade.

The courses and experiences of the Ed.S. program require a minimum of 27 semester hours.

Program Requirements

Special Education Core Courses (15 semester hours)

- SPED 7701 - Program Planning and Evaluation in Special Education 3 Credit Hours
- SPED 7704 - Leadership and Administration of Special Education Programs 3 Credit Hours
- SPED 7729 - Special Education Law 3 Credit Hours
- SPED 8704 - Multiculturalism and Special Education 3 Credit Hours
- SPED 8771 - Curriculum Design and Implementation in Special Education 3 Credit Hours

Traditional Concentration Courses (12 semester hours)

The traditional track requires 15 credit hours of special education core courses. The remaining 12 credit hours are comprised of 7000 or above concentration area courses relevant to K-12 schools/teachers. Areas of allowable elective courses include Applied Behavior Analysis (ABA) coursework, Autism Endorsement, Dyslexia Endorsement, ESOL Endorsement, Instructional Technology coursework, Online Teaching Endorsement, and Reading Endorsement.

- SPED 8784 - Research Seminar 3 Credit Hours (required)

Applied Behavior Analysis Coursework (must be taken in this sequence)

- SPED 7750 - Introduction to Applied Behavior Analysis 3 Credit Hours
- SPED 7720 - Trauma-Informed Functional Behavioral Assessment in Special Education 3 Credit Hours
- SPED 7767 - Compassionate Behavior Analytic Intervention in Special Education 3 Credit Hours

Autism Endorsement (suggested sequence)

- SPED 7716 - Autism: Theories and Characteristics 3 Credit Hours
- SPED 7726 - Autism: Collaboration and Instruction 3 Credit Hours
- SPED 7767 - Compassionate Behavior Analytic Intervention in Special Education 3 Credit Hours

Dyslexia Endorsement (suggested sequence)

- SLPA 7720 - Language Disorders and Literacy 3 Credit Hours
- SPED 6500 - Dyslexia: Methods and Instructional Strategies 3 Credit Hours
- READ 7263 - Comprehensive Language and Literacy Assessments and Interventions 3 Credit Hours

ESOL Endorsement (suggested sequence)

- READ 7239 - TESOL: Cultural and Linguistic Diversity in the Classroom 3 Credit Hours
- READ 7240 - TESOL: Literacy, Linguistics, and Second Language Acquisition 3 Credit Hours
- READ 7241 - TESOL: Methods, Materials, and Assessment through Clinical Experience 3 Credit Hours

Instructional Technology Coursework (does not lead to GAPSC endorsement)

- MEDT 7468 - Instructional Multimedia Design and Development 3 Credit Hours
- MEDT 7470 - Digital Media Production and Utilization 3 Credit Hours
- MEDT 7479 - Digital Game-Based Learning 3 Credit Hours

Online Teaching Endorsement (4 required courses to receive the GAPSC endorsement)

- MEDT 7464 - Designing Technology Enhanced Instruction 3 Credit Hours
- MEDT 7472 - Introduction to Online Education 3 Credit Hours
- MEDT 7491 - Implementation, Assessment, and Evaluation of Online Learning 3 Credit Hours
- MEDT 7492 - Leadership and Administration of Online Learning and e-Learning 3 Credit Hours

Reading Endorsement (suggested sequence)

- READ 7271 - Theoretical and Pedagogical Approaches to Language and Literacy Instruction 3 Credit Hours
- READ 7263 - Comprehensive Language and Literacy Assessments and Interventions 3 Credit Hours
- READ 7201 - Teacher as Language and Literacy Leader 3 Credit Hours

Total Credit Hours for Traditional Track: 27

Tier 1 Leadership Track (18 hours)

- EDLE 7000 - Principles of Instructional Leadership 3 Credit Hours
- EDLE 7100 - School Law, Policy, and Ethics 3 Credit Hours
- EDLE 7200 - Using Data to Improve the School 3 Credit Hours
- EDLE 7300 - School Operations for Student Learning 3 Credit Hours
- EDLE 7400 - Leadership for Student Learning 3 Credit Hours
- EDLE 7500 - School and Community Engagement 3 Credit Hours

Total Credits for Teir I Leadership Track: 33 hours

ABA Track - SPED Core (6 hours)

- SPED 7701 - Program Planning and Evaluation in Special Education 3 Credit Hours
- SPED 7729 - Special Education Law 3 Credit Hours

ABA Track (33 hours)

- SPED 7720 - Trauma-Informed Functional Behavioral Assessment in Special Education 3 Credit Hours
- SPED 7750 - Introduction to Applied Behavior Analysis 3 Credit Hours
- SPED 7755 - Theoretical and Philosophical Foundations in Applied Behavior Analysis 3 Credit Hours

- SPED 7767 - Compassionate Behavior Analytic Intervention in Special Education 3 Credit Hours
- SPED 7768 - Ethical Practice and Professional Issues in Special Education and Behavior Analysis 3 Credit Hours
- SPED 7780 - Organizational Behavior Management & Supervision 3 Credit Hours
- SPED 7782 - Single Case Research Methods in Special Education 3 Credit Hours
- SPED 7791 - Introductory Experiential Learning in ABA: Practicum I 3 Credit Hours
- SPED 7792 - Advanced Experiential Learning in ABA: Practicum II 3 Credit Hours
- SPED 7793 - Experiential Learning in Applied Behavior Analysis 3 Credit Hours (will be taken twice)

Total Credits for ABA Track: 39 hours

Comprehensive Exam (0 credit hours)

- SPED 8795 - End of Program Seminar for the Specialist of Education: Special Education 0 Credit Hours

Department of Sport Management, Wellness, and Physical Education

Coliseum - 678-839-6530

Please check our website for the most up-to-date information:

https://www.westga.edu/academics/education/smwpe/

Professors:

B. Heidorn, B. Mosier (Associate Vice President of Innovation and Research)

Associate Professors:

C. Brooks (Interim Chair), S. Jara-Pazmino (Assistant Chair)

Assistant Professors:

B.Becher, T. Yeh

Clinical Assistant Professor:

T. Ross

Master of Education

Physical Education, M.Ed.

The Master of Education in Physical Education allows current K-12 school faculty members to not only become emerging experts in the field, but to earn an advanced degree in their content area. The master's degree will support current K-12 practitioners through a 100% online program delivery, providing opportunities for them to work full- or part-time while continuing their education. The proposed program aims to (1) increase participant knowledge in health and physical education, (2) prepare students to address critical issues that rest within the health and physical education field, and (3) help students develop proficiencies in data-driven decision-making.

Learning Outcomes

Having satisfied the requirements of the program, students will be able to:

1. develop an advanced knowledge of physical education disciplinary content and apply the content knowledge into teaching practice (SHAPE America Advanced Standard 1)

2. design and conduct appropriate learning experiences that facilitate and enhance the growth of learners (SHAPE America Advanced Standard 2)
3. demonstrate skills to further their own professional development and use their newly acquired knowledge to contribute to the physical education profession (SHAPE America Advanced Standard 3).

Admission Requirements

Admission criteria include the following:

- Graduate application
- 2-3 page Statement of Purpose
- Resume
- Two letters of professional recommendation (i.e. employer, faculty member)
- Official university transcripts from all institutions attended
- Undergraduate GPA of 2.7 or higher
- Applicants must present a level 4 Five-Year Induction certificate or renewable Professional certificate in Health & Physical Education.

Required Courses: 30 Hours

- PHED 6630 - Assessment and Program Evaluation in Health and Physical Education 3 Credit Hours
- PHED 6665 - Methods of Teaching K-12 Health and Physical Education 3 Credit Hours
- PHED 6675 - Current Issues and Trends in Health, Physical Education, and Sport 3 Credit Hours
- PHED 7610 - Curriculum Development in Health and Physical Education 3 Credit Hours
  Or
- CURR 6575 - Curriculum Trends and Issues 3 Credit Hours
- PHED 7614 - Organization and Administration of Health, Physical Education and Sport 3 Credit Hours
- PHED 7620 - Scientific Foundations of Exercise 3 Credit Hours
- PHED 7626 - Sociological and Psychological Aspects of Health, Physical Education and Sport 3 Credit Hours
- PHED 7630 - Legal Issues in Health, Physical Education and Sport 3 Credit Hours
- PHED 7660 - Developing the Whole Child for 21st Century Learning 3 Credit Hours
- PHED 7665 - Analysis of Research on Teaching in Health and Physical Education 3 Credit Hours
  Or
- EDRS 6301 - Introduction to Research in the Human Sciences 3 Credit Hours
- PHED 7670 - Comprehensive Exam 0 Credit Hours

Master of Science

Integrative Health and Wellness, M.S.

This program prepares students to become health and wellness professionals, with an emphasis in the area of health and wellness coaching. Students will gain the health promotion and behavior change knowledge and skills necessary to help clients explore their health, as well as the barriers and facilitators of their health behaviors. Students will learn to identify risk factors for chronic diseases and apply integrative, evidence-based approaches in health promotion, disease prevention, and lifestyle medicine. The program engages students in learning behavior change strategies to empower individuals from all walks of life to promote positive, multidimensional behavior change using psychosocial approaches such as mindfulness and self-compassion.

Learning Outcomes

1. Apply the health and wellness coaching structure and process used to empower a client's behavior change and assist them in understanding their own health and wellness.
2. Demonstrate an understanding of behavior change theories and ability to apply behavior change strategies to promote client motivation and goal attainment.
3. Demonstrate ability to identify risk factors for chronic disease and apply current recommendations for modifying and improving well-being.
4. Evaluate lifestyle medicine strategies through the lens of epigenetics, microbiome, and mind-body wellness
5. Build self care plans to model their own health behavior skills
6. Evaluate legal and ethical considerations across a variety of health and wellness professions

Admission Requirements

Admission criteria include the following:

- Graduate application
- 2-3 page Statement of Purpose
- Resume
- Official university transcripts from all institutions attended Undergraduate GPA of 3.0 or higher

Required Courses: 30 Hours

- CMWL 6100 - Lifestyle Medicine and Integrative Health 3 Credit Hours
- CMWL 6200 - Behavior Change Strategies for Well-Being 3 Credit Hours
- CMWL 6300 - Mind Body Wellness 3 Credit Hours
- CMWL 6400 - Physical Well-being for the Professional 3 Credit Hours
- CMWL 6500 - Technology in Integrative Wellness 3 Credit Hours
- CMWL 6600 - Wellness Law and Entrepreneurship 3 Credit Hours
- CMWL 6700 - Personal and Professional Development for the Health and Wellness Coach 3 Credit Hours
- CMWL 6800 - Research and Grants in Integrative Health and Wellness 3 Credit Hours
- CMWL 7000 - Advanced Wellness Coaching 3 Credit Hours
- CMWL 7100 - Capstone (Culminating Experience) 3 Credit Hours

Sport Management, M.S. Concentrations in Intercollegiate Athletics Administration, Sport Analytics

The Master of Science with a major in Sport Management aims to (1) increase participant knowledge of administration, leadership, and finance management in sport, (2) prepare students to address critical issues that rest at the intersection of higher education administration and college athletics, and (3) help students develop proficiencies in data-driven decision-making. While the program prepares students to serve in a variety of sectors, students will focus specifically on two emerging areas in the discipline: Intercollegiate Athletics Administration and Sport Analytics.

The concentration in Intercollegiate Athletics Administration will focus on sport administration in a higher education context. Coursework includes compliance and regulatory issues specifically for intercollegiate athletic competition, student-athlete development and welfare, and fundraising and development.

The Sport Analytics concentration prepares students to apply data science to problems facing sport organizations. Sport Analytics involves the application of statistical methods, quantitative analysis, and predictive models to gain insight and help sport organizations make decisions about player and team performance, fan engagement, financial, and marketing strategies.

Learning Objectives:

At the conclusion of the program, students who have successfully passed and actively engaged in the coursework will:

• Identify and apply key concepts in the core areas of sport management including management, sales, marketing, communication, sport law, risk management, and finance.

• Demonstrate the ability to use research to address the social, political, and human development issues associated with sport participation and administration.

• Demonstrate proficiency in professional writing and presenting information to an audience of stakeholders.

• Use critical thinking and analytical reasoning skills to collect, analyze, and evaluate data to develop strategies and solve complex problems in the sport industry.

Admission criteria include the following:

- Graduate application
- Statement of Purpose
- Resume/CV
- Official university transcripts from all institutions attended
- An undergraduate GPA of 2.7 or higher

For international applicants, a minimum score of 69 on the internet-based (IBT) TOEFL or 523 on the paper-based TOEFL examination is required**

**The (IBT) TOEFL is required and cannot be replaced for any length of time in the field or other standardized test. Test scores older than two years will not be accepted. International students who have earned a bachelor's degree from a U.S. institution or from an institution in an English-speaking country are not required to take the TOEFL.

Application Deadline:

- Fall: July 15th
- Spring: November 15th
- Summer: April 15th

Required Core Courses: 21 Hours

- SPMG 6001 - Social Issues in Sport 3 Credit Hours
- SPMG 6102 - Revenue Generation in Sport 3 Credit Hours
- SPMG 6110 - Sport Law 3 Credit Hours
- SPMG 6120 - Strat. Management Sport Organization 3 Credit Hours
- SPMG 6130 - Research & Assessment in Sport 3 Credit Hours
- SPMG 6140 - Strategic Sales & Marketing 3 Credit Hours
- SPMG 6150 - Applied Communication & Technology in Sport 3 Credit Hours

Electives: 12 Hours

Intercollegiate Athletics Administration Electives

- SPMG 6200 - Intercollegiate Athletics Management 3 Credit Hours
- SPMG 6210 - Student Athlete Development 3 Credit Hours
- SPMG 6220 - Compliance and Eligibility 3 Credit Hours
- SPMG 6230 - Advanced Event Management & Operations 3 Credit Hours

Sport Analytics Electives

- SPMG 6300 - Intro to Sport Analytics 3 Credit Hours
- SPMG 6310 - Big Data & Stat Analysis Sport 3 Credit Hours
- SPMG 6320 - Analytics in Sport Business 3 Credit Hours
- SPMG 6330 - Applied Network Analysis Sport 3 Credit Hours

General Electives

- SPMG 7685 - Special Topics in Sport Management 3 Credit Hours

Experiential Learning Courses: 3 Hours

- SPMG 7100 - Sport Management Research 3 Credit Hours
- SPMG 7110 - Sport Management Capstone 3 Credit Hours

Total Program: 36 Hours

Specialist in Education

Health, Physical Education, Wellness, and Sport, Ed.S.

The Specialist (Ed.S.) degree program in Health, Physical Education, Wellness, and Sport is designed to provide a meaningful professional growth and development pathway for certified health and physical education teachers in Georgia. The degree program will emphasize effective teaching and leadership in health and physical education, while also focusing on wellness promotion and sport-based programs aligned with youth, middle and high school settings, and community-based opportunities. The required courses highlight advanced knowledge, skills, and dispositions in the academic discipline, identify related experiences and new opportunities in the field, and provide support for professionals in health, physical education, wellness, and sport programs. The 18 credit hours of required content (six classes) align with quality K-12 health and physical education curriculum, wellness programs, and sport-based initiatives and involvement. Nine credit hours of electives (three classes) also provide opportunities for candidates to grow and chart a desired plan of study appropriate and specific to their professional needs and interests.

Admission Requirements

• Applicants must have an earned master's degree in health education, physical education, or related area within the academic discipline. Individuals with an earned master's degree outside one of the mentioned areas must have teaching certification in the discipline (health education, physical education, etc.).
• Applicants must have a minimum graduate GPA of at least 3.0.
• Applicants must have a complete Statement of Purpose on file. This includes their personal and / or professional experiences, interests, and short- and long-term goals for completing the Specialist degree program.
• A professional teaching certificate is required. (Note: A Georgia Professional Standards Commission teaching certificate is not required for admission to the program. Students seeking a certification upgrade from the Georgia

Professional Standards Commission will need to communicate with the GaPSC and their school district as appropriate). In some instances, special exceptions can be made for individuals who do not hold a professional teaching certificate.
• Reference letters are not a requirement for admission to the program.

Required Courses

These are the six required courses in the program of study.

- PHED 8600 - The Development and Advancement of Physical Education and Sport 3 Credit Hours
- PHED 8610 - Current Issues in Health and Wellness 3 Credit Hours
- PHED 8620 - Practitioner Research in Health, Physical Education, Wellness, and Sport 3 Credit Hours
- PHED 8630 - Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness, and Sport 3 Credit Hours
- PHED 8640 - Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport 3 Credit Hours
- PHED 8650 - Advanced Theory and Application in Coaching Education 3 Credit Hours

Elective Couses

Choose three courses from the Elective Course Options

Integrative Health and Wellness Options:

- CMWL 6100 - Lifestyle Medicine and Integrative Health 3 Credit Hours
- CMWL 6200 - Behavior Change Strategies for Well-Being 3 Credit Hours
- CMWL 6300 - Mind Body Wellness 3 Credit Hours
- CMWL 6400 - Physical Well-being for the Professional 3 Credit Hours

Elementary/Secondary Education Options:

- ECSE 7500 - Diverse Classrooms in Global Society 3 Credit Hours
- ECSE 7560 - Contemporary Issues in Education 3 Credit Hours
- ECSE 7564 - Content Area Literacy Instruct 3 Credit Hours
- ECSE 8562 - Using Data to Meet the Needs of Diverse Learners 3 Credit Hours
- EDLE 8304 - Leadership for Organizational Change and Improvement 3 Credit Hours
- EDLE 8305 - Effective Management to Promote Student Learning 3 Credit Hours
- EDLE 8312 - School Finance and Resource Management 3 Credit Hours
- EDLE 8324 - Ethical Leadership in Education 3 Credit Hours
- EDLE 8329 - School Culture and the Pursuit of Excellence 3 Credit Hours

Instructional Technology Options:

- MEDT 7468 - Instructional Multimedia Design and Development 3 Credit Hours
- MEDT 7470 - Digital Media Production and Utilization 3 Credit Hours
- MEDT 7479 - Digital Game-Based Learning 3 Credit Hours

Online Teaching Endorsement (4 required courses)

- MEDT 7464 - Designing Technology Enhanced Instruction 3 Credit Hours
- MEDT 7472 - Introduction to Online Education 3 Credit Hours
- MEDT 7491 - Implementation, Assessment, and Evaluation of Online Learning 3 Credit Hours
- MEDT 7492 - Leadership and Administration of Online Learning and e-Learning 3 Credit Hours

Reading Endorsement:

- READ 7201 - Teacher as Language and Literacy Leader 3 Credit Hours
- READ 7263 - Comprehensive Language and Literacy Assessments and Interventions 3 Credit Hours
- READ 7271 - Theoretical and Pedagogical Approaches to Language and Literacy Instruction 3 Credit Hours

ESOL Endorsement

- READ 7239 - TESOL: Cultural and Linguistic Diversity in the Classroom 3 Credit Hours
- READ 7240 - TESOL: Literacy, Linguistics, and Second Language Acquisition 3 Credit Hours
- READ 7241 - TESOL: Methods, Materials, and Assessment through Clinical Experience 3 Credit Hours

Dyslexia Endorsement:

- READ 7263 - Comprehensive Language and Literacy Assessments and Interventions
- SLPA 7720 - Language Disorders and Literacy 3 Credit Hours
- SPED 6500 - Dyslexia: Methods and Instructional Strategies 3 Credit Hours

Special Education Options:

- SPED 7701 - Program Planning and Evaluation in Special Education 3 Credit Hours
- SPED 7704 - Leadership and Administration of Special Education Programs 3 Credit Hours
- SPED 7729 - Special Education Law 3 Credit Hours
- SPED 8704 - Multiculturalism and Special Education 3 Credit Hours
- SPED 8771 - Curriculum Design and Implementation in Special Education 3 Credit Hours
- SPED 8784 - Research Seminar 3 Credit Hours

Autism Endorsement:

- SPED 7716 - Autism: Theories and Characteristics 3 Credit Hours
- SPED 7726 - Autism: Collaboration and Instruction 3 Credit Hours
- SPED 7767 - Compassionate Behavior Analytic Intervention in Special Education 3 Credit Hours

Sport Management Options:

- SPMG 6120 - Strat. Management Sport Organization 3 Credit Hours
- SPMG 6140 - Strategic Sales & Marketing 3 Credit Hours
- SPMG 6210 - Student Athlete Development 3 Credit Hours
- SPMG 6300 - Intro to Sport Analytics 3 Credit Hours
- SPMG 7685 - Special Topics in Sport Management 3 Credit Hours

College of Humanities, Arts, and Social Sciences

Clint Samples, Interim Dean
678-839-5450
https://www.westga.edu/chass

Degrees Offered

The Master of Arts degree is offered with majors in English, History, Psychology, and Sociology. The Master of Music degree is offered with majors in Music Education and Performance. We also offer a Doctor of Philosophy degree in Psychology, concentrating on the study of Consciousness and Society. Satisfactory scores on the verbal, quantitative, and analytical writing sections of the Graduate Record Exam (GRE) may be required for some programs. Some programs may accept the Miller Analogies Test (MAT).

Thesis or Dissertation Requirement

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

The following regulations apply regarding the completion of the thesis or dissertation: the subject must be approved by the major professor and the department chair. The formatting of the thesis or dissertation must be approved by the Format Reviewer. When the thesis or dissertation is completed, required Content Pages approved, and the Format Review form is properly signed, a pdf of the final document and scan of the signed review form should be sent to edreview@westga.edu. After receiving the signed form and pdf, the student will be sent directions to the appropriate website to upload the final document to ProQuest. Students must adhere to the appropriate discipline style manual and the "Thesis and Dissertation Formatting Guidelines Handbook" of the University of West Georgia. Where conflicts between the Thesis and Dissertation Handbook and a style manual exist, the Thesis and Dissertation Handbook must be followed. Students must also comply with all institutional policies involving research.

School of Humanities

Robert Kilpatrick, Director

https://www.westga.edu/humanities

English Program

678-839-4700
www.westga.edu/english

Professors:

C. Davidson (Executive Director of Placemaking), M. Doyle (Head of Graduate Studies M.A. program), P. Erben (Program Coordinator), G. Fraser, R. Harrison, L. Haught, A. Insenga (Film Studies Coordinator), K. Casper, L. Miller, M. Mitchell, A. Umminger

Associate Professor:

S. Boyd

History Program

678-839-6521

www.westga.edu/history/

Professors:

K. Bohannon, S. Chalifoux, M. de Nie, C. Lipp, K. Pacholl, L. Rivers, T. Schroer (Chair, General Education and Special Assistant to the Provost), G. Van Valen (Head of Graduate Studies M.A. program), C. Vasconcellos (Program Coordinator)

Associate Professor:

M. Janzen (Director of Center for Public History)

Assistant Professor:

T. Perusich

Senior Lecturer:

K. Adams (Public History Center Manager and Assistant Director)

Master of Arts

English, M.A.

The M.A. program in English equips students with the skills to engage with, interpret, and analyze multiple forms of texts as they create original forms of scholarship, theory, pedagogy, and creative and professional writing. The graduate faculty in English prepare graduate students whose knowledge of texts and their languages informs their intellectual and ethical understanding, and whose critical thinking and communication skills (in digital as well as print formats) allow them to contribute to their regional, national, and international communities in a variety of careers and positions. For regular admission to the program, a student must present an undergraduate major in English or equivalent coursework in English (3.20 GPA) from an accredited institution, two 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. All decisions on admission will be made by the Coordinator of Graduate Studies in consultation, as needed, with members of the graduate program committee, subject to final administrative approval.

Students accepted into the program may choose from the following tracks:

Plan I (Thesis Option) consists of 30 credit hours, of which 24 are course work and 6 are thesis (ENGL 6399). Within the 24 hours of course work (8 courses), a minimum of 7 courses (21 hours) must be at the 6000-level. The 6 hours of thesis work cannot be used to satisfy this requirement for work at the 6000 level. Students on the thesis track must register for thesis hours (ENGL 6399) in the semester(s) they prepare and submit the thesis project. A minimum of 21 hours of the coursework must be in English, and students wishing to use courses from other disciplines for credit toward the degree must get approval from the Coordinator of Graduate Studies in English. Students may meet the thesis requirement by either writing a scholarly work (a minimum of 65 pages in length) or a creative writing work (a collection of poems, creative nonfiction, or fiction that includes a critical and/or theoretical introduction). The thesis must be defended and approved by the student's thesis committee, composed of the student's major professor and two other graduate faculty readers.

Plan II (Capstone Option) consists of 27 hours of coursework (9 courses) and 3 hours of Thesis (ENGL 6399). A minimum of 24 hours (8 courses) must be in English, and 21 credit hours (7 courses) must be at the 6000 level. In addition, students will complete a capstone project in their final semester of study. The 3 hours of capstone work (ENGL 6399) cannot be used to satisfy the requirement for work at the 6000 level. Critical projects should be approximately 20-35 pages, engage in original scholarly research, and demonstrate advanced mastery of pertinent critical assumptions, methodologies, and practices in the discipline. The parameters of creative projects are comparable to those of the critical project but are determined by the student's project director in accordance with the genre in which the student is writing. Critical and creative projects must be defended and approved by the student's capstone committee, composed of the student's major professor and two other graduate faculty readers.

Under both plans, students must get the approval of the Coordinator of Graduate Studies in English for their course selections each semester. An oral defense of the thesis or capstone is required. Students should consult with the Coordinator of Graduate Studies as they choose a project director and readers for their committee and will work with their committee to schedule and plan for the project defense.

All graduate students in English are required to demonstrate awareness of diversity and global studies issues by completing at least one program course with a built-in diversity element such as courses with significant content in African American literature (including film), Native American literature, Global or Postcolonial Literature, theoretical approaches focused on global/diversity perspectives or similar topics.

Students who have taken an ENGL 4XXX course as an undergraduate at West Georgia cannot receive credit toward the M.A. degree in English for the concurrent ENGL 5XXX course unless the student and/or instructor can provide evidence that the content of the course (readings, topics, etc.) is significantly different than when he/she took it as an ENGL 4XXX course. Students may repeat specific 5000 and 6000-level courses for credit, if the course covers a different subject or period (e.g. ENGL 6105: Seminar in British Literature I, Medieval Literature and ENGL 6105: Seminar in British Literature I, Renaissance Literature).

Learning Outcomes

Graduate students will be able to:

Recall, compare, and interpret canonical and non-canonical texts, rhetorical conventions, pedagogies, writers, and genres within literary and historical periods.

Apply and analyze content knowledge by using independent research and pertinent theoretical approaches in rhetorically sound critical and creative projects.

Acquire and practice professionalization skills applicable to their articulated professional goals.

History, M.A.

The History M.A. program provides students with the skills to effectively and professionally engage with historical scholarship and practice through a deeper understanding of the fundamentals of historiography and its developments over time as well as a focus on research, analysis, and writing. The program emphasizes flexibility and opportunities for both independent and collaborative learning. This emphasis on opportunities and professional historical skills has helped History M.A. program graduates find success in a variety of career fields, from doctoral study to education to law to public history and museums, among others.

For regular admission to the program, a student must have a degree in history or a related field with a 3.0 undergraduate GPA. Students must also submit three letters of recommendation from individuals qualified to speak to an applicant's abilities to succeed in a post-baccalaureate History program, a one- to two-page statement of purpose discussing the applicant's reasons for pursuing an M.A. in History, and a writing sample (of at least five pages) demonstrating the applicant's abilities in historical research and writing. Applicants must also submit official transcripts.

Students accepted into the History M.A. program can choose from three tracks. No matter which track students select, they must take two core classes, HIST 6684: Historiography and HIST 6694: Grad Writing, which provide foundations for success in the program.

The three tracks are as follows:

The Thesis Track: Besides the two required core classes, students must take six elective courses and six credits of HIST 6699: Thesis Hours before completing their capstone project, a thesis of around 60- to 80-pages in length. At least one elective course must be focused on a U.S. History topic, at least one elective course must be focused on a non-U.S. History topic, and at least one elective course must be focused on a Public History topic.

The Non-Thesis Track: Besides the two required core classes, students must take eight elective courses before completing their capstone project, written and oral comprehensive exit exams and a research paper of at least 20 pages in length. Of the eight elective courses, at least one must be focused on a U.S. History topic, at least one elective course must be focused on a non-U.S. History topic, and at least one elective course must be focused on a Public History topic.

The Public History Track: Besides the two required core classes, students must take the Public History core class, HIST 6200: Public History Seminar, three Public History elective courses, HIST 6486: Public History Internship, and three non-Public History elective courses. Of the three non-Public History elective courses, at least one must be focused on a U.S. History topic and at least one must be focused on a non-U.S. History topic. Students completing the Public History track can choose between three options for their capstone project: either 1) thesis, 2) project, or 3) digital portfolio.

Besides the two required core classes, all History graduate students must complete at least four 6000-level seminars as part of the elective courses requirement.

All History M.A. students should consult with the Graduate Coordinator of History as they choose a director and members for their committee and will work with their committee to schedule and plan their capstone defense. Committee directors should be selected by the end of a student's first year in the History M.A. program.

Learning Outcomes

Students who receive the Master of Arts Degree in History will be able to:

• Conduct historical research

• Formulate and defend a historical argument in Standard English

• Demonstrate knowledge of historiography and its changes over time

• Demonstrate knowledge of the theory and practice of public history [for public history track only]

• Demonstrate practical knowledge of a subfield of public history [for public history track only]

Academic Standards:

Students admitted into the M.A. in History program are required to maintain a minimum GPA of 3.0 while enrolled. Students will not receive graduate credit for any course in which they earn a final grade of C or below. Students receiving a grade of C or below will be placed on academic probation and a letter of warning will be sent by the program outlining the conditions of their probation.

Students receiving a grade of C or lower in two courses will be dismissed from the program. Students receiving a grade of F will automatically be dismissed from the program. As stated in the General Academic Policies section in the UWG Graduate Catalog, "A student who has been academically dismissed... may request a reinstatement into the program of study from which they were dismissed after three terms. The student will have to reapply through the Graduate Admissions process to be considered for reinstatement. If the student is reinstated, they must retake all courses that led to their dismissal."

Course Repeat Policy:

The History Program allows a student to repeat up to two courses in which they have earned a C. If a student is permitted to repeat a course, all grades will be calculated into their cumulative GPA. In order for the course to be retaken, the student and graduate advisor must first: 1) consult the UWG Graduate Catalog, History Program policies and History Program handbooks to determine whether course repeats are permitted; and 2) ensure the course number and name are the same as the previous course.

Core: required courses for all students on all three tracks

All students on all three tracks (Thesis, Non-Thesis, Public History) must take HIST 6684 and HIST 6694. Students on the Public History track must also take HIST 6200: Public History Seminar as a required core class.

- HIST 6684 - Historiography 3 Credit Hours
- HIST 6694 - Historical Methods & Writing 3 Credit Hours
  Students on the Public History Track must also take the following as a required course:
- HIST 6200 - Public History Seminar 3 Credit Hours

Electives

All students on all three tracks (Thesis, Non-Thesis, Public History) must take a range of 5000/6000-level elective courses.

Students on the Thesis Track must take six elective courses. At least one elective course must be focused on a U.S. History topic; at least one elective course must be focused on a non-U.S. History topic; at least one elective course must be focused on a Public History topic.

Students on the Non-Thesis Track must take eight elective courses. At least one elective course must be focused on a U.S. History topic; at least one elective course must be focused on a non-U.S. History topic; at least least one elective course must be focused on a Public History topic.

Students on the Public History Track must take three Public History electives and three non-Public History electives, of which one must be focused on a U.S. History topic and one must be focused on a non-U.S. History topic.

- HIST 5230 - War, State, and Society in Early Modern Europe 3 Credit Hours
- HIST 5250 - The First World War 3 Credit Hours
- HIST 5285 - Special Topics in European History 3 Credit Hours
- HIST 5310 - Comparative Slavery and Emancipation 3 Credit Hours
- HIST 5385 - Special Topics in World History 3 Credit Hours
- HIST 5400 - Introduction to Public History 3 Credit Hours
- HIST 5401 - Theory and Practice of Oral History 3 Credit Hours
- HIST 5402 - Introduction to Archival Theory and Practice 3 Credit Hours
- HIST 5403 - Introduction to Museum Studies 3 Credit Hours
- HIST 5404 - History of American Architecture 3 Credit Hours
- HIST 5411 - European Renaissance in Global Perspective 3 Credit Hours
- HIST 5412 - The Reformation 3 Credit Hours
- HIST 5417 - 19th Century Europe, 1789-1914 3 Credit Hours
- HIST 5418 - 20th Century Europe 3 Credit Hours
- HIST 5419 - The Cold War 3 Credit Hours
- HIST 5420 - The Holocaust 3 Credit Hours
- HIST 5421 - Mexico Since Independence 3 Credit Hours

- HIST 5422 - US-Latin American Relations 3 Credit Hours
- HIST 5423 - Women and Gender in the Ancient World 3 Credit Hours
- HIST 5424 - Conflict and Interdependence in South Africa 3 Credit Hours
- HIST 5430 - The Vietnam War 3 Credit Hours
- HIST 5432 - The Roman Republic 3 Credit Hours
- HIST 5433 - Introduction to Modern China 3 Credit Hours
- HIST 5436 - French Revolution - Napoleon 3 Credit Hours
- HIST 5437 - France Since 1815 3 Credit Hours
- HIST 5440 - Modern Germany 3 Credit Hours
- HIST 5441 - Modern Ireland: 1780 to Present 3 Credit Hours
- HIST 5443 - Introduction to Modern Japan 3 Credit Hours
- HIST 5446 - Soviet Russia 3 Credit Hours
- HIST 5451 - Colonial America, 1492-1763 3 Credit Hours
- HIST 5452 - American Revolution, 1763-1783 3 Credit Hours
- HIST 5453 - The New American Republic, 1783-1815 3 Credit Hours
- HIST 5454 - Jacksonian America, 1815-1848 3 Credit Hours
- HIST 5455 - Civil War and Reconstruction 3 Credit Hours
- HIST 5461 - Environmental History 3 Credit Hours
- HIST 5463 - American Military History 3 Credit Hours
- HIST 5464 - American Sports History 3 Credit Hours
- HIST 5465 - U.S. Society and Culture to 1865 3 Credit Hours
- HIST 5466 - U.S. Society and Culture Since 1865 3 Credit Hours
- HIST 5467 - Women in American History to 1890 3 Credit Hours
- HIST 5468 - Women in American History Since 1890 3 Credit Hours
- HIST 5469 - The Civil Rights Movement 3 Credit Hours
- HIST 5471 - The Gilded Age and Progressive Era, 1877-1920 3 Credit Hours
- HIST 5472 - The Rise of Modern America, 1920-1945 3 Credit Hours
- HIST 5473 - Recent America: The U.S. Since World War II 3 Credit Hours
- HIST 5474 - History of Georgia 3 Credit Hours
- HIST 5475 - Southern Families and Communities 3 Credit Hours
- HIST 5476 - The Old South 3 Credit Hours
- HIST 5477 - The New South 3 Credit Hours
- HIST 5478 - American Religion to 1800 3 Credit Hours
- HIST 5479 - American Religion Since 1800 3 Credit Hours
- HIST 5485 - Special Topics 3 Credit Hours
- HIST 5505 - American Foreign Policy since 1898 3 Credit Hours
- HIST 6101 - Introduction to Digital History 3 Credit Hours
- HIST 6201 - Archives Arrangement Practicum 3 Credit Hours
- HIST 6202 - Theory and Method of Material Culture Studies 3 Credit Hours
- HIST 6203 - Studies and Research Methods in American Folklife 3 Credit Hours
- HIST 6301 - Administration of Museums and Historic Sites 3 Credit Hours
- HIST 6302 - Collections Management in Museums 3 Credit Hours
- HIST 6303 - Education and Interpretation at Museums 3 Credit Hours
- HIST 6304 - Exhibits at Museums and Historic Sites 3 Credit Hours
- HIST 6413 - The Atlantic World 3 Credit Hours
- HIST 6580 - American Foodways 3 Credit Hours
- HIST 6685 - Special Problems 1.0 - 6.0 Credit Hours

- HIST 6686 - Topics in European History 3 Credit Hours
- HIST 6687 - Topics in United States History 3 Credit Hours
- HIST 6688 - Topics in Latin American History 3 Credit Hours
- HIST 6689 - Topics in Georgia History 3 Credit Hours

Additional Requirements for Theseis Track Students

Besides Core and Elective classes, students on the Thesis Track must also take six credits of HIST 6699 - Thesis.

Besides their coursework, students on the Thesis Track must complete their capstone project, a thesis, successfully.

Additional Requirements for Non-Thesis Track Students

Besides their coursework, students on the Non-Thesis Track must successfully complete their capstone: comp exams plus a research paper.

Additional Requirements for Public History Students

In addition to their core and elective courses, students on the Public History Track must also take HIST 6486: Public History Internship.

Students on the Public History Track must also successfully complete their capstone project, either a thesis or project or digital portfolio.

- HIST 6486 - Public History Internship 3 Credit Hours

Post-Baccalaureate Certificate

Post-Baccalaureate Certificate in College English Teaching

The College English Teaching Certificate program provides advanced study in English pedagogy, literary studies and writing for those holding a bachelor's degree in English (or equivalent coursework). For current teachers and prospective English teachers already holding a master's degree in another field, this program allows students to earn the SACSCOC-mandated 18 graduate credit hours in-discipline required to teach English at technical colleges, in first-year writing courses, or in specialized secondary education contexts. The program also offers an opportunity for those without prior post-baccalaureate work to build on their undergraduate studies in English, either as a preface to pursuing an advanced degree in the field or as a means of professional development in the teaching field.
Course offerings in pedagogical, literary, and creative classes give students greater range and marketability as teachers. Further, the College English Teaching Certificate allows for salary growth for those already in the teaching profession.
Requirements: B.A. in English or equivalent coursework with a 3.0 in the major

Pedagogy

Students will take six credit hours of ENGL 6301 (2 versions of the course, covering different topics)

- ENGL 6301 - Seminar in English Pedagogy 3 Credit Hours

Literature and Writing

Students will take four additional 3-credit courses in literature and writing at the graduate level. At least ONE of these courses must be at the 6000-level.

- ENGL 5000 - Studies in British Literature I 3 Credit Hours
- ENGL 5002 - Studies in British Literature II 3 Credit Hours
- ENGL 5003 - Studies in American Literature I 3 Credit Hours
- ENGL 5005 - Studies in American Lit. II 3 Credit Hours
- ENGL 5106 - Studies in Genre 3 Credit Hours
- ENGL 5170 - Studies in African-American Literature 3 Credit Hours
- ENGL 5180 - Studies in Regional Literature 3 Credit Hours
- ENGL 5185 - Studies in Literature by Women 3 Credit Hours
- ENGL 5188 - Studies in Individual Authors 3 Credit Hours
- ENGL 5210 - Advanced Creative Writing 3 Credit Hours
- ENGL 5295 - Studies in Young Adult Literature 3 Credit Hours
- ENGL 5304 - Advanced Writing in Disciplines 3 Credit Hours
- ENGL 5385 - Special Topics 3 Credit Hours
- ENGL 6105 - Seminar in British Literature I 3 Credit Hours
- ENGL 6110 - Seminar in American Literature I 3 Credit Hours
- ENGL 6115 - Seminar in British Literature II 3 Credit Hours
- ENGL 6120 - Seminar in American Literature II 3 Credit Hours
- ENGL 6385 - Seminar in Special Topics 3 Credit Hours
- ENGL 5108 - Studies in the Novel 3 Credit Hours
- ENGL 5109 - Film as Literature 3 Credit Hours

Post-Baccalaureate Certificate in Creative Writing

This program provides focused training in creative writing for recent graduates and returning professionals who wish to explore the creative writing market and further hone their craft as writers. Applicants must have a bachelor's degree to apply; a B.A. specifically in English is not required. Students who successfully complete the program who wish to apply to the M.A. program in English may apply credits earned in the program to the M.A. Students will submit a portfolio of selected work at the conclusion of the certificate.

Required: 3 credit hours

All students will complete 3 hours of ENGL 6405

- ENGL 6405 - Telling and Selling Your Story 3 Credit Hours

Creative Writing Courses: 6 hours

Students will complete six hours of graduate level creative writing classes. ENGL 5210 is offered in multiple genres and may thus be repeated for credit. ENGL 6200 may also be taken multiple times as long as the topics differ.

- ENGL 6200 - Creative Writing Practice 3 Credit Hours
- ENGL 5210 - Advanced Creative Writing 3 Credit Hours

Professional or Creative Writing: 3 hours

Students will take an additional course in either creative or professional writing.

- ENGL 5210 - Advanced Creative Writing 3 Credit Hours
- ENGL 5304 - Advanced Writing in Disciplines 3 Credit Hours
- ENGL 6200 - Creative Writing Practice 3 Credit Hours

- ENGL 5425 - Dynamic Writing 3 Credit Hours
- ENGL 5430 - Ethics and Writing with AI 3 Credit Hours
- ENGL 6400 - Professional Writing Practice 3 Credit Hours

Post-Baccalaureate Certificate in Professional Writing

The program offers focused instruction in professional writing for recent graduates and returning professionals interested in developing their skills in written communication for the contemporary workplace. Students need a bachelor's degree to apply for the program; a B.A. specifically in English is not required. Students who successfully complete the program and wish to pursue an M.A. in English may apply credits earned in the certificate to the M.A. degree. Students will submit a portfolio of selected work at the conclusion of the certificate.

Required: 3 hours

Students must take three hours of ENGL 6405: Telling and Selling Your Story.

- ENGL 6405 - Telling and Selling Your Story 3 Credit Hours

Professional Writing Courses: 6 hours

Students must take six hours of professional writing courses at the graduate level.

- ENGL 5304 - Advanced Writing in Disciplines 3 Credit Hours
- ENGL 5430 - Ethics and Writing with AI 3 Credit Hours
- ENGL 6400 - Professional Writing Practice 3 Credit Hours
- ENGL 5425 - Dynamic Writing 3 Credit Hours

Elective in Professional or Creative Writing

Students must take three additional credit hours in either professional or creative writing.

- ENGL 5210 - Advanced Creative Writing 3 Credit Hours
- ENGL 5304 - Advanced Writing in Disciplines 3 Credit Hours
- ENGL 5430 - Ethics and Writing with AI 3 Credit Hours
- ENGL 6400 - Professional Writing Practice 3 Credit Hours
- ENGL 6200 - Creative Writing Practice 3 Credit Hours
- ENGL 5425 - Dynamic Writing 3 Credit Hours

School of Psychology

Kathleen Skott-Myhre, Interim Dean

Psychology Program

www.westga.edu/psychology/

Psychology-M.A.

Professors:

M.-C. Bertau, T. Hart, N. Korobov, L. Osbeck, J. Reber (Assistant Vice Provost for Faculty Affairs), C. Simmonds-Moore, K. Skott-Myhre (Interim Director)

Associate Professors:

C. Bolar, N. Gupta (Head of Graduate Studies, M.A. Program), J. Head (Head of Graduate Studies, Ph.D. Program), J. Roberts, T. Weiner

Assistant Professors:

J. Glazier (Program Coordinator), R. LaFleur, R. Traversa

Ph.D. In Psychology

Professors:

M.-C. Bertau, T. Hart, N. Korobov, L. Osbeck (Program Coordinator), J. Reber (Assistant Vice Provost for Faculty Affairs), C. Simmonds-Moore, K. Skott-Myhre (Interim Director)

Associate Professors:

C. Bolar, N. Gupta, J. Head, J. Roberts

Assistant Professors:

J. Glazier, R. Traversa, T. Weiner

Master of Arts

Psychology, M.A.

Program Description

The Master of Arts degree in Psychology offered by the Psychology Program is accredited by the Council for Humanistic and Transpersonal Psychologies. It is a unique psychology program in that it has a broadly humanistic orientation, with roots in phenomenological, existential and transpersonal approaches. This approach to psychology takes a holistic view on the human experience. Our students are trained in humanistic, critical, and transpersonal psychologies. The program actively engages social justice and cultural awareness within the context of psychological theory and practice. We value self-inquiry and academic rigor; thus we urge self-reflection and radical personal exploration as well as sustained research and scholarship. After graduation, our students have continued on in a variety of contexts, including further graduate study, teaching, social service, public and private sector organizations, and community intervention.

Admission

Along with the Graduate School requirements, we require a minimum GPA of 2.7, three letters of reference (at least two academic), a personal statement illuminating reasons for applying to the program, and a video-recording of you answering several questions related to your interest in the program. 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 the selection of applicants.

Program Requirements

The master's program offers two options toward the completion of the degree:

Option I, students must complete a minimum of 33 hours of course work and an acceptable original thesis. Thesis work will result in a minimum of 3 additional hours for a minimum of 36 credit hours.

Option II, students must complete a minimum of 36 hours of coursework.

Option I and Option II, students may take up to 6 hours of graduate coursework in departments other than psychology without special permission. Under both options, students may accumulate six hours of credit for Independent Study following the Graduate School guidelines for Independent Study.

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

Thesis Proposal

The nature of the thesis proposal will reflect the type of thesis undertaken by the student as approved by the thesis Chair. Please refer to the program website for additional thesis guidelines.

Thesis Defense

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

Required Courses

There are two required courses: PSYC 6000 - Foundations of Humanistic Psychology, and PSYC 6021 - Psychology as Human Science. All other courses are elective, giving students the freedom and responsibility to develop their own plans of study. Ideally, a student's individualized plan is developed in collaboration with a faculty mentor. Students are encouraged to invite faculty members to serve as their faculty mentor.

- PSYC 6000 - Foundations of Humanistic Psychology 4 Credit Hours
- PSYC 6021 - Psychology as Human Science 4 Credit Hours

M.A. Psychology Electives

In addition to the eight credit hours of the two required courses, the M.A. degree requires 28 additional credit hours. Twenty-two of these credit hours must be from Psychology coursework at the 5000, 6000, or 7000 level; six credit hours from outside the Psychology Department at the 5000, 6000, or 7000 level may be applied to the degree.

Doctorate in Philosophy

Psychology, Ph.D.

Program of Study Description

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

Mission Statement of the Ph.D. Program of Study

Grounded in humanistic, transpersonal, existential, phenomenological, dialogical, and critical perspectives, our mission is to provide a doctoral educational experience that allows our students to develop:
(a) an awareness of consciousness as embodied-being-in-the-world-with-others-through-time;
(b) mastery of human science approaches to consciousness studies;
(c) a transdisciplinary conceptualization of human beings as cohabitating personal, intersubjective, socio-cultural and political contexts;
(d) an attunement for further developments in our understanding of consciousness, including how inter-relatedness lives in perception and language, in mind/body studies, in social and in ecological contexts, and in its historical conceptions;
(e) facility in engaging cutting edge theory and research; and
(f) knowledge of how to make original contributions to scholarship and practice.

Students will demonstrate achievement of these objectives as they:
(a) cultivate the ability to conduct human science research;
(b) work toward becoming thoughtful and masterful educators;
(c) make progress in their oral and written communications;
(d) develop a broad mastery of literature relevant to sociality and consciousness;
(e) pursue expertise in relation to specialized research interests;
(f) enhance their ability to think critically and engage in flexible problem solving;
(g) listen attentively, communicate effectively, and work collaboratively; and
(h) creatively facilitate transformations in a global society.

Program of Study Logistics

Admissions:

Students will be admitted for the fall semester only. Applicants with a Bachelor's degree will be considered; however, a graduate degree is strongly preferred. Those with degrees outside of psychology are encouraged to apply. Additional courses in the Psychology Program at the University of West Georgia may be required due to disciplinary background or level of educational attainment (see below).

Guidelines for Admittance:

• All graduate applicants must complete the online Graduate Application. A one-time application fee of $40 is required. Please visit https://westga.elluciancrmrecruit.com/Apply/Account/Login?ReturnUrl=%2fApply
• Applicants should also review the Graduate Studies Website for individual program specific requirements and tasks that must be completed prior to admission. See Graduate Studies Application Process at https://www.westga.edu/academics/gradstudies/apply-now.php
• International applicants are subject to additional requirements and application deadlines. See International Students Admissions & Programs at https://www.westga.edu/isap
• Official transcripts from an accredited institution are required and should be sent directly to the UWG Graduate Admissions Office.

Program of Study Specific Admittance Guidelines:

• Three letters of recommendation. Academic letters are preferred although other professional letters will be accepted.
• Official GRE Scores. There is no minimum but GRE scores will be considered in the applicant's profile and must be submitted. The program of study will not accept scores more than 5 years old. GRE scores may be waived for students with earned Masters or equivalent and GPA of 3.5 or higher. For more information about the GRE, please visit the web

site at www.gre.org/gentest/. GRE scores should be sent directly to the Graduate Admissions Office using school code: 5900.
• A current curriculum vitae listing contact information (including email address), educational background, employment history, awards and recognitions, presentations, etc.
• A reflective essay describing why you are drawn to this particular program of study and how you understand the relation of consciousness and society. The essay should include a statement of how you imagine the program of study will contribute to your future plans.
• A description of a potential research project following a template, please visit https://www.westga.edu/psychology/phd-prospective-students.php
• A writing sample: an academic paper is highly preferred but other formats are acceptable. The word limit is 8,000 words, all inclusive (including references, etc.).

For additional information please visit also the program of study website at: https://www.westga.edu/psydoc/ or visit the Program Academic page at https://www.westga.edu/academics/program_page.php?program_id=102.

Preparation for the doctoral program of study:

Those with degrees in non-related fields or without a Master's degree may be required to complete twenty hours of coursework, which may include PSYC 6000 - Foundations of Humanistic Psychology and PSYC 6021 - Psychology as Human Science . Other courses can be determined in consultation with faculty. Courses taken at the 7000 level can be taken for Masters level credit or doctoral credit but not both. Those admitted under the condition of having to take additional courses typically finish the preparatory sequence before entering 8000 level courses.

Matriculation:

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

Financial Aid and Stipends:

The Program can offer a limited number of stipends for graduate research/teaching assistantships. The Graduate School offers a limited number of out-of-state tuition waivers for students without an assistantship. See application form for requirements for consideration for such waivers and stipends. Further financial aid may be available through the financial aid office.

During their first year, students who receive a stipend and tuition waiver will serve as graduate research assistants and enroll in PSYC 9087 (Teaching Practicum). During the second year, students who have passed Teaching Practicum will be eligible for a teaching assistantship and enroll in PSYC 8887 (Advanced Teaching Practicum). Graduate Teaching Assistants (GTA's) starting with teaching in their second year are strongly encouraged to attend the Faculty Orientation Day in August, which is delivered by the Institute of Faculty Excellence at UWG.

GTA students are expected to teach one face to face course each semester during the second and third years. Financial assistance is contingent on fulfillment of this expectation. Exceptions are limited to those with a documented physical or mental health or family emergency or government obligation (e.g., jury duty, military service), or grant obligation that would impede teaching for a complete semester.

Students are expected to fulfill their obligation to teach a course assigned to them. A course may not be cancelled by the PhD instructor 8 weeks prior to the start of enrollment for that semester.

Program of Study

Total Credit Hours for Course Work and Dissertation

The total number of Credit Hours required for graduation is 64. Of these, coursework must total 60 credit hours. This includes PSYC 9002 - Doctoral Qualifying Seminar. The remaining 4 Credits Hours are obtained through enrollment in PSYC 9999 - Dissertation.

Credits Breakdown

1. Earn 60 credits in approved doctoral level courses.
These requirements are in accordance with prevailing standards for psychology doctoral programs.
2. At least 48 credits must be attained from the Psychology Program.
3. The remaining 12 credits to be applied towards the degree requirements may, upon approval from the Head of Graduate Studies of the PhD program of study, be comprised of coursework from other universities or from other departments at the University of West Georgia. These classes have to be related to the PhD Program Consciousness and Society and to the dissertation work as determined by the Head of Graduate Studies for the program of study. The head's approval must to be sought for before the class is taken.
4. Of these 12 credits taken outside of the Program of Psychology, only 9 may be from another university under the provision that they have not been used toward another degree
5. At least 32 credits must consist of courses numbered 8000 or above. The remainder may include courses numbered 7000 or above.
6. Transfer credits are addressed in the specified section of the catalog under General Academic Policies.
7. All required course credits are 4 hours with the exception of PSYC 9002 (which is 2 hours) and the two courses for Teaching Assistants (which are 3 hours respectively).
8. Students may accumulate up to 9 hours of credit for Independent Study (PSYC 8581), available in areas for which there is no existing coursework and following the Graduate School guidelines for Independent Study. Up to 9 of the Independent Study credits count towards the 32 credits needed at the 8000 level. Anything in excess of 9 does not count towards the 60 hours required.
9. Earn credit for the following required courses named below. Other 8000 level courses require permission of instructor if required doctoral courses have not been completed.
10. Required 60 hours do not include dissertation hours.

Required Courses

Take all three core courses:

- PSYC 8000 - Consciousness and Experience 4 Credit Hours
- PSYC 8001 - Culture and Subjectivity 4 Credit Hours
- PSYC 8002 - Studies in Mind-Body 4 Credit Hours

Take one of the following foundations courses:

- PSYC 7004 - Historical Foundations of Psychology 4 Credit Hours
- PSYC 8007 - Critical Foundations of Psychology 4 Credit Hours
- PSYC 8008 - Humanistic Foundations of Psychology 4 Credit Hours
- PSYC 8009 - Transpersonal Foundations of Psychology 4 Credit Hours

Take the following course to research methods:

Besides the required research methods class PSYC 8005, students will take or must have taken a graduate class in quantitative methods and approaches; if at a level below 7000, such a class cannot count towards the required 60 credit hours. Courses used to fulfill this requirement must be approved by Director and Chair.

- PSYC 8005 - Human Science Methodologies 4 Credit Hours

Required for Teaching Assistants

All teaching assistants are required to take the following two courses:

- PSYC 9087 - Teaching Practicum 3 Credit Hours
- PSYC 8887 - Advanced Practicum in Psychology 3.0 Credit Hours
  The credits of these classes count towards the required 60 credit hours.

Additional Requirement: Comprehensive Exam

Students must demonstrate readiness to advance to doctoral candidacy by successfully passing PSYC 9002 - Doctoral Qualifying Seminar (2 Credit Hours).

Doctoral Thesis

Dissertation Hours:

After completing coursework and PSYC 9002 - Doctoral Qualifying Seminar and while working towards their dissertation, students must take a minimum of 4 Credit Hours of PSYC 9999 - Dissertation.

Dissertation Committee:

Before beginning the dissertation proposal, the student should choose a dissertation Chair and committee. The committee should be comprised of 1) a dissertation Chair, who is primarily responsible for the direction of the dissertation and who will be a full-time member of the Program 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 Program. The student may also request a fourth member, or external reader, from an outside Program or University. Upon forming the dissertation committee, the student must arrange an initial meeting with the Chair to establish the timetable for the proposal and dissertation. The dissertation committee will work with the student while the dissertation proposal is started, and the names of committee members and proposal title will be given to the designated Program 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 Program administrator.

Dissertation Proposal

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

Dissertation Proposal Defense:

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

Dissertation Defense

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

Embedded Certificate

Embedded Certificate in Human Science Research

Purpose

Students may earn the Graduate Certificate in Human Science Research in Psychology after completing 14 graduate semester credit hours of coursework in the UWG M.A. Psychology Program. The certificate is designed to train future psychology researchers and practitioners in qualitative, participatory, arts-based, and mixed-methods approaches to psychological inquiry. The certificate program helps psychology graduate students pursue career advancement in research-focused roles across academic, clinical, nonprofit, community, and industry settings.

The certificate will ensure expertise in the following aspects of human science research in psychology: theoretical foundations and applied practices of human-science psychology and qualitative research; methodologies for designing and conducting studies that emphasize lived experience; interpretive techniques for analyzing interviews, narratives, surveys, and other qualitative data; the full research process from literature review to data collection, interpretation, and dissemination; strategies for publishing scholarly and public-facing research to support community well-being; and human-science applications relevant to healthcare, wellness, education, organizational research, and social justice contexts.

Admission

Students must be enrolled in the UWG M.A. Psychology Program to participate in this certificate. Incoming students to the program must email the M.A. Psychology program head at the time of enrollment, in their first semester of the program, to declare the intention to complete the certificate.

Learning Outcomes

Students enrolled in this certificate program will acquire knowledge and understanding of: theoretical principles and methodological applications of human science research in psychology, research design and procedural steps necessary for qualitative and mixed-method inquiry, the role of human science research in generating meaningful psychological knowledge that serves individuals and communities.

1. Students will demonstrate understanding of the field of psychology in general, emphasizing application and analysis and evaluation.
2. Students will demonstrate an understanding of and appreciation for psychology as a human science, emphasizing application and analysis and critical evaluation.
3. Students will develop enhanced self-understanding and consider its implications for personal growth, and for social change.

Required Courses

- PSYC 6021 - Psychology as Human Science 4 Credit Hours
- PSYC 6083 - Research Methods 3 Credit Hours
- PSYC 7810A - Tutorial 1.0 - 4.0 Credit Hours
- PSYC 7810B - Tutorial 1.0 - 4.0 Credit Hours

Elective Courses

- PSYC 6881 - Independent Project 1.0 - 3.0 Credit Hours
- PSYC 6899 - Thesis 1.0 - 3.0 Credit Hours

Post-Baccalaureate Certificate

Post-Baccalaureate Certificate in Planning, Public Safety, and GIS

The Graduate Certificate in Planning, Public Safety, and GIS is an option for individuals who do not need a Master's degree, or who wish to combine a specialization in public administration with a Master's degree they have already earned or will earn. This certificate is designed to meet the needs of practicing and future public administrators or those in public safety who may want to earn certificates in public administration to gain employment and/or enhance their careers with local, state, or federal government and/or non-profit organizations.

Core Courses

Required Courses (9 credit hours)

- CRIM 5002 - GIS, Planning, and Public Service 3 Credit Hours
- GEOG 5551 - Introduction to GIS and Mapping Science 3 Credit Hours

Planning and Mapping in Public Service

Electives (choose 6 credit hours)

- CRIM 6275 - Program Evaluation in the Public Safety Sector 3 Credit Hours
- CRIM 6286 - Internship 1.0 - 6.0 Credit Hours
- GEOG 6753 - Advanced GIS and Spatial Analysis 4 Credit Hours
- PLAN 6702 - Land Use Planning 3 Credit Hours
- POLS 6200 - Public Budgeting and Financial Management 3 Credit Hours
- POLS 6205 - Administrative Law and Procedures 3 Credit Hours
- POLS 6286 - Public Administration Internship 3 Credit Hours

School of Social Sciences

Kathleen Skott-Myhre, Director

https://www.westga.edu/social-sciences

Anthropology Program

https://www.westga.edu/anthropology/

Professor:

M. Snipes

Associate Professors

N. Lawres (Director of the Antonio J. Waring, Jr. Center for Public Archaeology and Program Coordinator), C. Maggiano (Co-Director of the Biological and Forensic Anthropology Laboratory)

Political Science Program

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

Professors:

A. Fleming, T. Hunter, S. Lee, H. Mbaye, D. McLean, K. Owen (Dean, UC), J. Peralta, P. Rutledge

Associate Professor:

K. Barrett

Sociology Program

https://www.westga.edu/sociology

Professors:

N. Lawres (Director of the Antonio J. Waring, Jr. Laboratory), N. Noori (Coordinator of Global Studies), E. Windsor

Associate Professors:

A. Kazeem, J. Weber (Director of Women's Studies)

Assistant Professor:

C. Waters

Lecturer:

T. Parsons

Master of Public Administration

Master of Public Administration, M.P.A.

The Master of Public Administration (M.P.A.) degree program is designed to educate current (in-service) and future (pre-service) public service leaders with ethical behavior and professional competencies that promote public service values extending from UWG's values of achievement, caring, collaboration, inclusiveness, innovation, integrity, sustainability, and wisdom. The program prepares students with the knowledge and skills to advance the public interest through teaching, research, and service to the community. The M.P.A. program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

Overall Learning Outcomes

Students will be able to:

Demonstrate effective leadership and management skills.

Assess the political, economic, and legal nature of the policymaking process and its implications on the work of public managers.

Synthesize, analyze, and apply theories and principles of public administration and management to solve problems in public and nonprofit organizations.

Articulate and apply a public service perspective.

Apply qualitative and quantitative data analysis skills for public and community problem solving and decision-making.

Communicate and interact effectively in an environment of changing demographics, evolving technology, and diverse perspectives.

All of the MPA courses are available online.

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 four factors: (1) A minimum 2.5 cumulative grade average (GPA) equivalent on a 4.0 scale is required, (2) Two letters of recommendation from former professors or from job supervisors, (3) A personal statement that describes the applicant's work experience, professional goals, the reasons they have chosen this program, why they want to attend UWG, and how the MPA program will help the applicant achieve the goals, and (4) A current resume

Program of Study

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

The Professional Core (21 hours):

All students must complete the professional core. The courses in the core are:

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

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, nonprofit management, public management, disaster/emergency management and particular areas of public policy. Those students with no experience in government or non-profit management are required to take a three hour PA internship (POLS 6286) in lieu of one elective course.

Major elective courses are listed below. Electives that are not listed below can be approved by the Program Director

- POLS 6286 - Public Administration Internship 3 Credit Hours
- POLS 5202 - Interorganizational Behavior 3 Credit Hours
- POLS 5204 - Public Finance 3 Credit Hours
- POLS 5207 - Politics of Big Tech 3 Credit Hours
- POLS 5208 - Public Health Administration and Policy 3 Credit Hours
- POLS 5209 - Environmental Policy 3 Credit Hours
- POLS 5210 - Public Management 3 Credit Hours
- POLS 5211 - State and Local Politics and Administration 3 Credit Hours

- POLS 5213 - Comparative Public Administration and Policy 3 Credit Hours
- POLS 5214 - Urban Politics 3 Credit Hours
- POLS 5215 - Management of Nonprofit Organizations 3 Credit Hours
- POLS 5216 - Gun Policy 3 Credit Hours
- POLS 5217 - Grant Writing for Nonprofit Organizations 3 Credit Hours
- POLS 5222 - Leadership in the Public and Nonprofit Sectors 3 Credit Hours
- POLS 5985 - Problems in Politics 3 Credit Hours
- POLS 6211 - Disaster Management 3 Credit Hours
- POLS 6285 - Special Topics in Public Policy/Administration 3 Credit Hours
- POLS 6981 - Directed Readings 1.0 - 3.0 Credit Hours
- CRIM 5001 - Survey Research Methods 3 Credit Hours
- CRIM 5004 - Managing Data 3 Credit Hours
- CRIM 5100 - Problem-Solving Courts 3 Credit Hours
- CRIM 5200 - Punishment and Society 3 Credit Hours
- CRIM 5231 - Women in the Criminal Justice System 3 Credit Hours
- CRIM 5232 - Family Violence 3 Credit Hours
- CRIM 5280 - Contemporary Issues in Criminal Justice 3 Credit Hours
- CRIM 5334 - Human Trafficking 3 Credit Hours
- CRIM 6000 - Principles of Criminology 3 Credit Hours
- CRIM 6003 - Applied Statistics in Criminology 3 Credit Hours
- CRIM 6010 - Crime and Public Policy 3 Credit Hours
- CRIM 6013 - Social Research 3 Credit Hours
- CRIM 6222 - Conflict Resolution 3 Credit Hours
- CRIM 6233 - Ethics and Criminal Justice 3 Credit Hours
- CRIM 6241 - Legal Theories 3 Credit Hours
- CRIM 6255 - Delinquency, Family, and the Community 3 Credit Hours
- CRIM 6266 - Perspectives On Violence 3 Credit Hours
- CRIM 6275 - Program Evaluation in the Public Safety Sector 3 Credit Hours
- CRIM 6279 - White Collar Crime 3 Credit Hours
- CRIM 6333 - Victimology 3 Credit Hours
- CRIM 6340 - Advanced Criminological Theory 3 Credit Hours
- CRIM 6341 - Constitutional and Judicial Principles 3 Credit Hours
- CRIM 6342 - Crisis Intervention 3 Credit Hours
- CRIM 6345 - Homeland Security 3 Credit Hours
- CRIM 6350 - Terrorism 3 Credit Hours
- CRIM 6360 - Law Enforcement Leadership 3 Credit Hours
- CRIM 6370 - Correctional Management 3 Credit Hours
- CRIM 6380 - Criminal Justice Administration 3 Credit Hours
- CRIM 6623 - Crime and Social Inequality 3 Credit Hours

Criminology and Criminal Justice Track (12 hours)

Students must select 12 hours beyond the core courses. The track courses may be taken from the Criminology and Criminal Justice Track in the University. This track will give students knowledge about the criminal justice system and topics of particular interest within it. Those students with no experience in government or non-profit management are required to take a three-hour PA internship (POLS 6286) in lieu of one elective course.

- CRIM 5001 - Survey Research Methods 3 Credit Hours

- CRIM 5002 - GIS, Planning, and Public Service 3 Credit Hours
- CRIM 5004 - Managing Data 3 Credit Hours
- CRIM 5100 - Problem-Solving Courts 3 Credit Hours
- CRIM 5200 - Punishment and Society 3 Credit Hours
- CRIM 5231 - Women in the Criminal Justice System 3 Credit Hours
- CRIM 5232 - Family Violence 3 Credit Hours
- CRIM 5280 - Contemporary Issues in Criminal Justice 3 Credit Hours
- CRIM 5334 - Human Trafficking 3 Credit Hours
- CRIM 6003 - Applied Statistics in Criminology 3 Credit Hours
- CRIM 6010 - Crime and Public Policy 3 Credit Hours
- CRIM 6013 - Social Research 3 Credit Hours
- CRIM 6222 - Conflict Resolution 3 Credit Hours
- CRIM 6233 - Ethics and Criminal Justice 3 Credit Hours
- CRIM 6241 - Legal Theories 3 Credit Hours
- CRIM 6255 - Delinquency, Family, and the Community 3 Credit Hours
- CRIM 6266 - Perspectives On Violence 3 Credit Hours
- CRIM 6275 - Program Evaluation in the Public Safety Sector 3 Credit Hours
- CRIM 6279 - White Collar Crime 3 Credit Hours
- CRIM 6333 - Victimology 3 Credit Hours
- CRIM 6340 - Advanced Criminological Theory 3 Credit Hours
- CRIM 6341 - Constitutional and Judicial Principles 3 Credit Hours
- CRIM 6342 - Crisis Intervention 3 Credit Hours
- CRIM 6345 - Homeland Security 3 Credit Hours
- CRIM 6350 - Terrorism 3 Credit Hours
- CRIM 6360 - Law Enforcement Leadership 3 Credit Hours
- CRIM 6370 - Correctional Management 3 Credit Hours
- CRIM 6380 - Criminal Justice Administration 3 Credit Hours
- CRIM 6623 - Crime and Social Inequality 3 Credit Hours

Social and Community Policy (12 hours)

This track will examine the realms of social policy and social service delivery. Courses in this track will examine the components that make social policies effective. For example, students will learn how to analyze and measure the effectiveness of a given policy and learn about mechanisms for enacting social policy at the local community and national levels. Students will also study the kinds of state-society interactions that enable effective social service delivery. Those students with no experience in government or non-profit management are required to take a 3 hour PA internship (POLS 6286) in lieu of 1 elective course.

- SOCI 5015 - Analyzing and Visualizing Data 3 Credit Hours
- SOCI 5300 - Housing and Homelessness 3 Credit Hours
- SOCI 5445 - Sociology of Youth 3 Credit Hours
- SOCI 5803 - Environmental Sociology 3 Credit Hours
- SOCI 5915 - Violence Against Women 3 Credit Hours
- SOCI 6182 - Special Seminars 3 Credit Hours
- SOCI 6700 - Social Movements, Protest and Change 3 Credit Hours
- CRIM 5100 - Problem-Solving Courts 3 Credit Hours
- CRIM 5334 - Human Trafficking 3 Credit Hours
- CRIM 6275 - Program Evaluation in the Public Safety Sector 3 Credit Hours

- CRIM 6333 - Victimology 3 Credit Hours
- POLS 5208 - Public Health Administration and Policy 3 Credit Hours
- POLS 5213 - Comparative Public Administration and Policy 3 Credit Hours

Comprehensive Research Project (3 hours):

This research project (also called "Exit Paper") is taken at the completion of the students' degree program. The exit paper can take several forms, but typically providing an analysis of public administration/policy issues and nonprofit sector issues. Students also may analyze an actual problem which confronts the student's agency, describe the problem-solving approach taken, and evaluate the supportive evidence for the decision made. Finally, the paper can also evaluate linkages between the internship or work experience, classroom experiences, and public administration literature. Papers may also reflect other research dealing with an issue or problem relating to public administration. An oral defense of the paper before each student's committee is required.

- POLS 6287 - Capstone Project and Assessment in Public Administration 3 Credit Hours

Embedded Certificate

Embedded Certificate in Disaster Management in Public Administration

Overview:

The graduate certificate for Disaster Management in Public Administration is an online embedded certificate within the Masters of Public Administration Program. The certificate is designed for students whose goal is to work with local disaster management organizations to state and federal organizations GEMA, FEMA, and Homeland Security. Through the certificate, students will receive training in how to effectively create, recommend, and implement plans to mitigate disasters.

Learning: Outcomes:

1. Recognize the theoretical foundations of disaster management.
2. Assess and evaluate disaster management policies.
3. Recommend and create disaster management strategies.

Admission:

Admissions to the Graduate Certificate in Disaster Management in Public Administration will be contingent on the applicant being a graduate student with good academic standing with the University of West Georgia OR by meeting the admissions criteria for the Masters of Public Administration.

Program of Study:

The certificate requires four courses consisting of 12 to 13 hours, plus a 3 hour internship with an organization that is related to disaster/emergency management.

Core Courses (3 total hours)

- POLS 6211 - Disaster Management 3 Credit Hours

One course in program evaluation (3 total hours)

- POLS 6204 - Public Policy Analysis and Program Evaluation 3 Credit Hours
- CRIM 6275 - Program Evaluation in the Public Safety Sector 3 Credit Hours

Two courses in the following electives (6-7 total hours)

- CRIM 6342 - Crisis Intervention 3 Credit Hours
- CRIM 6345 - Homeland Security 3 Credit Hours
- CRIM 6350 - Terrorism 3 Credit Hours
- POLS 5216 - Gun Policy 3 Credit Hours
- POLS 5210 - Public Management 3 Credit Hours
- POLS 5211 - State and Local Politics and Administration 3 Credit Hours
- PSYC 5085 - Horizon Seminar 3.0 - 4.0 Credit Hours

Internship with an organization that is related to disaster/emergency management. (3 total hours)

Notes:

A. POLS 6204 can be counted toward the MPA.
B. The internship in Disaster Management can be counted as the MPA internship.
C. There will be enough courses offered in a two year rotation to accomplish the certificate online.

Post-Baccalaureate Certificate

Post Baccalaureate Certificate in Nonprofit Management and Community Development

Purpose

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

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

Learning Outcomes

Certificate students will demonstrate the knowledge and understanding of:

- Theoretical principles and management applications in nonprofit organizations
- Leadership and problem-solving techniques and skills in nonprofit management
- Roles of nonprofit organizations in delivering public values in local communities

Admission

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

Program of Study

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

Foundation course (3 hours):

All students must complete this core:

- POLS 5215 - Management of Nonprofit Organizations 3 Credit Hours

Note:

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

Resource development and management (3 hours):

One course from the following:

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

Elective (3 hours):

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

- SOCI 5734 - Social Work Skills 3 Credit Hours
- SOCI 5803 - Environmental Sociology 3 Credit Hours
- SOCI 5300 - Housing and Homelessness 3 Credit Hours
- SOCI 6255 - Delinquency, Family, and the Community 3 Credit Hours
- SOCI 6700 - Social Movements, Protest and Change 3 Credit Hours
- SOCI 6280 - Seminar in Social Justice 3 Credit Hours
- POLS 5210 - Public Management 3 Credit Hours
- POLS 5211 - State and Local Politics and Administration 3 Credit Hours
- POLS 6203 - Public Organizational Theory 3 Credit Hours
- POLS 6204 - Public Policy Analysis and Program Evaluation 3 Credit Hours
- CRIM 6275 - Program Evaluation in the Public Safety Sector 3 Credit Hours
- SOCI 6275 - Planning and Evaluation 3 Credit Hours
- PSYC 7030 - Introduction to Organizational Development 3 Credit Hours
- PSYC 6400 - Psychology, Culture, and Society 4 Credit Hours
- SOCI 6003 - Advanced Statistics for Sociology 3 Credit Hours
- SOCI 6013 - Social Research 3 Credit Hours

- SOCI 6015 - Managing Data 3 Credit Hours
- SOCI 6613 - Qualitative Research 3 Credit Hours
- SOCI 6660 - Institutional Ethnography 3 Credit Hours
- POLS 6202 - Research Methods for Public Administration 3 Credit Hours
- POLS 6206 - Public Human Resource Management 3 Credit Hours
- POLS 6211 - Disaster Management 3 Credit Hours

Internship (3 hours):

- POLS 6286 - Public Administration Internship 3 Credit Hours **(or)**
- SOCI 6286 - Internship 3 Credit Hours

Note:

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

Post-Baccalaureate Certificate in Public Management

Purpose

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

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

Learning Outcomes

Certificate students will demonstrate the knowledge and understanding of:

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

Admission

The GCPM is open to all prospective students who have a bachelor's degree from an accredited institution of higher learning with a GPA of 2.5 or above. Any bachelor's degree meets the requirements for admission. Prospective students must complete the Graduate School online application form and submit it along with official college transcripts prior to being accepted into the GCPM. Students seeking admission to the GCPM register in a non-degree/post-baccalaureate status. Courses taken by GCPM students are the same as those taken by MPA students. Students must complete their program of study within four years from the date of admission and earn no less than a 3.0 GPA.

Students deciding to apply for admission to the Master of Public Administration (MPA) Program after completing the GCPM must take the Graduate Record Examination (GRE), scoring at least 286 and meet all other MPA admission

requirements. Students who have completed the GCPM may apply up to 9 credit hours toward the MPA degree within six years of completion and award of the certificate.

Program Requirements

Students earn the Graduate Certificate in Public Management after successfully completing 12 credit hours as specified below:

Core: 3-6 credit hours

- POLS 5210 - Public Management 3 Credit Hours
- POLS 6203 - Public Organizational Theory 3 Credit Hours

Skills: 3-6 credit hours

- POLS 6206 - Public Human Resource Management 3 Credit Hours
- POLS 6200 - Public Budgeting and Financial Management 3 Credit Hours
- POLS 6204 - Public Policy Analysis and Program Evaluation 3 Credit Hours

Specialization: 0-3 credit hours

In consultation with the MPA Director, you may choose one of the following graduate level courses in an area of specialization.

- POLS 5202 - Interorganizational Behavior 3 Credit Hours
- POLS 5204 - Public Finance 3 Credit Hours
- POLS 5207 - Politics of Big Tech 3 Credit Hours
- POLS 5208 - Public Health Administration and Policy 3 Credit Hours
- POLS 5209 - Environmental Policy 3 Credit Hours
- POLS 5211 - State and Local Politics and Administration 3 Credit Hours
- POLS 6205 - Administrative Law and Procedures 3 Credit Hours
- POLS 5215 - Management of Nonprofit Organizations 3 Credit Hours
- CISM 6331 - Strategic Management of Information Technology 3 Credit Hours
- ACCT 6264 - Nonprofit Accounting and Auditing 3 Credit Hours
- MGNT 5630 - Dispute Resolution in Contemporary Organizations 3 Credit Hours
  Or another elective approved by the Director.

Capstone Experience: 3 credit hours

- POLS 6290 - Practicum and Assessment 3 Credit Hours

Note:

Practicum/ Assessment: Inherent in the GCPM is both an underlying theme and a concerted effort to prepare students to apply the theoretical knowledge gained in the certificate program to "real world" issues and problems faced in public sector management. The achievement of this goal is finalized through successful completion of the Practicum (application)/ Assessment (evaluation).

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

School of Visual and Performing Arts

Kevin Shunn, Director

https://www.westga.edu/visual-performing-arts

Art Program

https://www.westga.edu/art

Professors:

D. Collins, C. McGuire, C. Samples (Interim Dean, CHASS), M. Schoon (Program Coordinator), K. Shunn (Director)

Associate Professors:

J. Morris, N. Rees, J. Swift

Assistant Professor:

R. Warren

Senior Lecturers:

E. Dixon, R. Lamfers, S. Smith

Instructor:

L. Wolfe

Music Program

https://www.westga.edu/music/

Professors:

J. Byrd, E. Kramer (Head of Graduate Studies, M.M. program), D. Neely, C. Self

Associate Professor:

K. Graffius

Assistant Professors:

S. Elias, M. Rhoden

The Music Program at the University of West Georgia is recognized as a model for student success in performance, and for accomplishment in research and creative achievement. The Master of Music degree is offered with majors in Music Education and Performance. Each concentration 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 Music Program 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

Admission Requirements

In addition to meeting the university's admission requirements, the applicant must hold a baccalaureate degree in music or the equivalent. Applicants seeking to enroll in the Master of Music in Music Education program must hold an undergraduate degree in music education or professional teacher certification in music. The Master of Music in Music Education program is 100% online. Students may use approved campus-based classes as electives.

Once an applicant has met regular standards for graduate admission, he/she will be required to meet all program 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. One statement of recommendation from an individual who can address the applicant's academic, personal, and professional suitability for graduate-level work in performance or Music Education, as appropriate, is required. Applicants for the Master of Music in Music Education program must also submit a written statement of 400-500 words. Possible topics may include goals in pursuing a graduate degree, personal philosophy of teaching, or experiences that have prepared you for an advanced degree.

All persons who seek departmental admission to a Master of Music degree program must successfully complete the Graduate Music Diagnostic Examination to be admitted and register for classes. In addition, all applicants for the Master of Music in Performance must successfully complete the Graduate Applied Performance Evaluation.

The online application for graduate admission may be found here: http://www.westga.edu/gradstudies/.

Graduate Music Diagnostic Examination

The *Graduate Music Diagnostic Examination* in music history and music theory is administered to determine whether the applicant meets competency standards for graduate study in music. Competencies are evaluated in:

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

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

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

Graduate Applied Performance Evaluation

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

Graduate Advising

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

Learning Outcomes

The learning outcomes for the MM Music concentrations are as follows:

M.M. Music, Music Education Concentration

SLO 1: Demonstrate professional competence in the communication and dissemination of knowledge and the ability to produce scholarly works in music and music education.

SLO 2: Demonstrate the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms; and an understanding of different models and approaches to learning.

SLO 3: Demonstrate the ability to relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools and to create meaningful learning experiences for all students.

M.M. Music, Performance Concentration

SLO 1: Demonstrate professional competence in performance, interpretation, and evaluation of knowledge and scholarly competence in the organization, interpretation, understanding, and evaluation of knowledge in music and music pedagogy.

SLO 2: Demonstrate an advanced level of musical and pedagogical knowledge and understandings, and of performance abilities

Master of Music

Master of Music with Concentrations in Music Education and Music Performance, M.M.

The Master of Music program offers advanced training in music for those who seek teaching positions in higher education and wish to pursue doctoral study. The program of study includes advanced studies in music history, theory, and research as general music competencies, concentration-related coursework, and electives that support the graduate music concentration(s).

Georgia educators who currently hold a valid level four (4) Standard Professional, Performance-Based Professional, Advanced Professional, Lead Professional, Life or Induction teaching certificate in Music Education will qualify for an in-field upgrade to a level 5 certificate upon successful completion of the Master of Music program.

The Music Education concentration is intended for individuals who hold music teaching certification and wish further professional development in the field. This concentration is delivered 100% online.

The Master of Music in Performance is intended for individuals who seek advanced training in music performance and/or wish to pursue doctoral study and seek teaching positions in higher education. It is delivered mostly on the Carrollton campus, with the Master of Music Core 100% online.

Program Requirements

Advanced Studies in General Music Competencies: 9 Hours

- MUSC 6083 - Research Methods and Materials 3 Credit Hours
- MUSC 6210 - Music History and Literature 3 Credit Hours
- MUSC 6220 - Music Theory 3 Credit Hours

Music Education Concentration Coursework: 21 Hours

Music Education Required Courses: 12 Hours

- MUSC 6110 - History and Philosophy of Music Education 3 Credit Hours
- MUSC 6120 - Factors of Musical Learning 3 Credit Hours
- MUSC 6184 - Seminar in Music Education 3 Credit Hours
- EDRS 6301 - Introduction to Research in the Human Sciences 3 Credit Hours

Music Education Supporting Electives: 9 Hours

Electives in supportive graduate music courses and/or approved graduate courses in the College of Education. Options include:

• MUSC 6086 and up to 9 credit hours in MUSC 6999;
• Repetition of MUSC 6184 and/or MMUSC 6210 if a different topic than previous offerings;
• CEPD 6101, CEPD 8102; ECED 7265, ECED 7266, ECED 7267, ECED 7268, ECED 7273; ECSE 7500, ECSE 7560, ECSE 7566; EDLE 6316; MEDT 6401, MEDT 7461; SEED 7252; SPED 6715, SPED 7722.
• Other electives are subject to the approval of the head of graduate studies in music.

Music Performance Concentration Coursework: 21 Hours

Music Performance Required Applied Courses: 12 Hours

Take 9 hours in your principal applied area (MUSC 6600x) and MUSC 6800: Graduate Recital

- MUSC 6800 - Graduate Recital 3 Credit Hours

Music Performance Required Ensemble Courses: 2 Hours

Take two 1-credit ensembles.

- MUSC 5700 - Wind Ensemble 1 Credit Hours
- MUSC 5710 - Symphony Band 1 Credit Hours
- MUSC 5720 - Marching Band 1 Credit Hours
- MUSC 5730 - Jazz Ensemble 1 Credit Hours
- MUSC 5740 - Chamber Winds 1 Credit Hours
- MUSC 5750 - Concert Choir 1 Credit Hours
- MUSC 5760 - Chamber Singers 1 Credit Hours
- MUSC 5770 - Opera Workshop 1 Credit Hours
- MUSC 5800G - Small Ens:Woodwind Ensemble 1 Credit Hours
- MUSC 5800L - Small Ensemble: Tuba/Euphonium Ensemble 1 Credit Hours
- MUSC 5800M - Small Ensemble:Brass Ensemble 1 Credit Hours
- MUSC 5800N - Small Ens:Percussion Ensemble 1 Credit Hours
- MUSC 5800O - Small Ensemble:Jazz Combo 1 Credit Hours

Music Performance Supporting Electives: 7 Hours

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). These include all MUSC 6xxx offerings not taken elsewhere in the degree program and MUSC 5xxx offerings, if the cross-leveled course is not on the student's UWG undergraduate transcript. Electives subject to the approval of the head of graduate studies in music.

Total Program: 30 Hours

MM Music Students Policies
The Master of Music program offers advanced training in music for those who seek teaching positions in higher education and wish to pursue doctoral study. The program of study includes advanced studies in music history, theory, and research as general music competencies, concentration-related coursework, and electives that support the graduate music concentration(s).

Elective courses
MM Music students take approved elective courses at or above the 5000 level, which must be selected in consultation with the student's advisor and/or the Head of Graduate Studies. Students may elect to take courses related to their major area of study or other approved supportive courses. Music Performance concentration students normally take electives with a MUSC prefix. Music Education concentration students may also take courses supportive of their work in education.

Repeating courses
Applied study and ensemble courses may be repeated for credit to fulfill degree plan requirements and required coursework and/or program electives. MUSC 6210 - Music History and Literature and MUSC 6184 - Seminar in Music Education may be repeated as an elective if the course has a different topic. For courses that are repeated for the purposes of improving GPA, see the policies of The Graduate School.

Application for Graduation and The Faculty Committee
The graduate music student must apply for graduation one semester prior to the proposed graduation semester. This is done through the Student Services tab within the student's MyUWG account. The Faculty Committee consists of graduate music faculty evaluating the student's Comprehensive Final Exam (CFE). Music Education concentration students should talk to the Head of Graduate Studies (HGS) about the CFE at least 3 months before the beginning of their final term: their faculty committee consists of graduate music faculty evaluating their written CFE. In the case of the Music Performance concentration student, the Faculty Committee evaluates both the student's Graduate Recital and their oral CFE: the student should consult with their principal applied instructor and HGS to form their Faculty Committee 6 months before the beginning of their final term.

Comprehensive Final Examination
A comprehensive final examination (CFE) is administered during the final semester of study to all candidates seeking a Master of Music degree. The examination is designed to help determine the student's ability to synthesize a broad body of knowledge gained through graduate study. Students may be asked questions of a practical, theoretical, or historical nature as well as specific and general questions relating to the plan of study. Details about the CFE for the music education and music performance concentration follow.

Music Education Concentration CFE
The CFE for MM in Music Education candidates consists of questions about student coursework. It is administered as a proctored, three-hour written essay examination of approximately 2000 words. If a student has chosen the thesis-track, their thesis-defense counts as their CFE and they do not need to take the proctored essay exam.

The CFE is scheduled near the beginning of each term. Approximately three months before the exam, students who have talked to the HGS will receive prompts for CFE topics. No later than two months before the exam date students should make arrangements to take the exam at UWG or at a testing center near their residence, copying in the HGS.

In preparation for the exam, students are invited to contact their instructors of record to ask any questions that might aid their preparation for the exam; they may also consult with the HGS. On the date of the exam, students will write their responses (approximately 2000 words total) and electronically submit them via the testing center: students may use books and notes during the exam and should appropriately cite any information or prose borrowed from another source.

Upon receiving the candidate's exam, three graduate faculty from the Music Program will review it and provide feedback to the candidate. Provided that the feedback is positive, a 30-minute review of the student's exam will be scheduled with a designated music faculty member. If the exam does not meet passing criteria, the student should arrange for a rescheduled exam to be taken at least a month before the end of the term if they still wish to graduate that term. Students in the MM Music Education program may take the CFE a total of three times.

Music Performance CFE

One semester prior to the examination, the student must request examination questions from each member of his or her faculty committee. In addition, the student must coordinate the scheduling of the oral examination with the faculty chair and members of the committee.

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

Graduate Recital
The recital, for which 3 credits are earned, is required in the performance-major concentration and may be considered for one of the approved electives in the music education concentration. The recital must consist of 40-60 minutes of music based on studies in Principal Applied. Each recital must be approved in a hearing at least two weeks prior to the performance. The student and accompanist are expected to demonstrate a concert-ready level of performance on all selections, as determined by a majority vote of three or more music faculty members. The performance of the recital is evaluated by the student's graduate faculty committee. A principal-applied voice recital must include works sung in English, French, German, and Italian. A graduate applied evaluation may be required for the music education concentration student wishing to perform a graduate recital.

Ensemble Requirements
Each Performance concentration 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 must be in the principal-applied area.

Graduate Assistantships
Graduate Assistantships in Music are available on a competitive basis to qualified residential graduate students. In-state tuition and out-of-state tuition may be waived for qualified Graduate Teaching and Research Assistants in some circumstances.

Post-Baccalaureate Certificate

Post-Baccalaureate Certificate in Conducting

We propose an innovative model for professional development and certification in music ensemble conducting, where students can earn a 9-credit hour certificate in conducting with very low residency, credits of which could count toward a future master's degree. The post-bac Conducting Certificate will competitively admit a cohort of students every summer to take a three-course sequence that students could complete in a 12-month period: summer, fall, spring.

The low-residency hybrid summer Conducting Seminar (3 credit hours), a pre-requisite for enrollment in Applied Conducting, will focus on conducting skills relevant to working with instrumentalists, while embracing movement theory relevant to all conductors. Following the conducting seminar will be a 100% online music literature seminar in the fall (3 credit hours), starting with wind band literature and alternating with choral literature in subsequent years. This literature seminar, designed for students to apply their knowledge to the educational or professional ensembles they are currently leading, will allow students to extend the summer experience into real-time tangible academic year professional interactions. After success in the summer conducting seminar with the grade of a B or higher, students will also be approved to take 100% online applied lessons in conducting (3 credit hours), which they will register for with a member of the expert UWG conducting faculty either in the fall or spring. For the student who enters "with" their respective (instrumental or choral) summer cohort, completing all three courses in sequence offers integrated and iterative learning within a 12-month period. Students also have the opportunity to start "off" cohort and finish within 18 months.

Through the conducting certificate, we hope to broaden and enhance the leadership opportunities available to our students, both our graduates and those who join us anew for this certificate. The relevance of this training surfaces in leadership and expertise of teachers who guide learners of music. We believe that given our faculty expertise and the affordable credit hour of our regional comprehensive university, we are well equipped to offer a competitive, accessible, and flexible opportunity to students to continue their professional development in conducting. As most of the program will be fully online, students from elsewhere would only need to be in residency for two 8-hour days.

Admission Requirements

- Applicants must hold a baccalaureate degree in music or the equivalent.
- Submit official transcripts from all post-secondary schools attended.
- An undergraduate GPA of 2.5 or higher
- Personal statement of no fewer than 200 words discussing applicant's goals for musical leadership through conducting.

Required: Conducting Seminar

- MUSC 6300 - Conducting Seminar 3 Credit Hours

Required: Literature Course

Choose one of the following 3-hour courses to fulfill your literature requirement for the certificate.

- MUSC 6301 - Wind Band Literature 3 Credit Hours
- MUSC 6302 - Choral Literature 3 Credit Hours
- MUSC 6210 - Music History and Literature 3 Credit Hours
- MUSC 6220 - Music Theory 3 Credit Hours

Required: Conducting Applied

- MUSC 6600R - Principal Applied: Conducting 3 Credit Hours

Post-Baccalaureate Certificate in Museum Studies

The Museum Studies Certificate, offered in association with the Atlanta History Center, is designed for individuals who hold a B.A. in History or a related field and would like to gain additional training in museum studies to prepare for a career. It requires three museum studies seminars, the Material Culture Seminar, and a museum internship. Students may elect to take these classes as part of the M.A. program, or they may add this certificate to an existing B.A. or M.A. degree in history.

Learning Outcomes

- Students who complete the Museum Studies Certificate program will demonstrate proficiency in the field of museum studies in three out of four content areas: museum education; museum collections management; museum exhibits; and museum education and interpretation.
- Students will also demonstrate an understanding of material culture as evidenced through their ability to analyze and interpret historic artifacts.

- Students will demonstrate the application of their understanding of the field of museum studies by completing an internship in a museum setting under the supervision of a museum professional.

Requirements: 15 hours

The museum studies seminars stress our commitment to practical experience as well as discussion of contemporary ideas and challenges in the museum field. Assignments focus on tasks that students will undertake in the real world of museums, from processing a museum collection and preparing an interpretation plan to evaluating educational programs, writing a foundation proposal or marketing plan, and developing an exhibit proposal. In each class, students prepare portfolios that assist them in marketing their skills to potential employers.

Students who have been employed at a museum full-time for at least a year may replace the internship requirement with a fourth museum seminar, an additional public history course, or an internship at another museum.

- HIST 6202 - Theory and Method of Material Culture Studies 3 Credit Hours **(and)**

Choose three of the following:

- HIST 6301 - Administration of Museums and Historic Sites 3 Credit Hours
- HIST 6302 - Collections Management in Museums 3 Credit Hours
- HIST 6303 - Education and Interpretation at Museums 3 Credit Hours
- HIST 6304 - Exhibits at Museums and Historic Sites 3 Credit Hours

(and)

- HIST 6486 - Public History Internship 3 Credit Hours

Post-Baccalaureate Certificate in Public History

The Public History Certificate is designed for individuals who hold a B.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.

Learning Outcomes

- Students who complete the Public History Certificate program will understand the professional practices and ethics associated with the field of public history.
- Students will demonstrate proficiency in the field of public history in at least two skill areas: archives; museum collections management; museum education; oral history; museum education and interpretation; material culture; folklife; museum exhibits; and/or a skill approved by the certificate program director.
- Students will demonstrate the application of the understanding of the field of public history by completing an internship under the supervision of a public history professional.

Requirements: 15 hours

The student may pursue a specific area of interest, such as archives or community history, or take a more general course of study.

- HIST 5400 - Introduction to Public History 3 Credit Hours
  (and)

Choose three of the following:

- HIST 5401 - Theory and Practice of Oral History 3 Credit Hours

- HIST 5402 - Introduction to Archival Theory and Practice 3 Credit Hours
- HIST 5404 - History of American Architecture 3 Credit Hours
- HIST 6201 - Archives Arrangement Practicum 3 Credit Hours
- HIST 6202 - Theory and Method of Material Culture Studies 3 Credit Hours
- HIST 6203 - Studies and Research Methods in American Folklife 3 Credit Hours
- HIST 6301 - Administration of Museums and Historic Sites 3 Credit Hours
- HIST 6302 - Collections Management in Museums 3 Credit Hours
- HIST 6303 - Education and Interpretation at Museums 3 Credit Hours
- HIST 6304 - Exhibits at Museums and Historic Sites 3 Credit Hours
- HIST 6685 - Special Problems 1.0 - 6.0 Credit Hours

(and)

- HIST 6486 - Public History Internship 3 Credit Hours

Graduate School

Matthew Varga, Dean

678-839-1394

http://www.westga.edu/gradschool

Mission

The Graduate School provides strategic leadership and advocacy for an innovative educational and professional experience by taking a collaborative approach to support graduate students, faculty, and staff.

Post-Baccalaureate Certificate

Post-Baccalaureate Certificate in Professional Development

The post-baccalaureate Professional Development Certificate is for individuals to enhance their knowledge and strengthen their professional skills. Utilizing a cross-disciplinary approach allows students to take graduate-level courses from various academic departments to meet career advancement and/or career opportunity goals. The flexibility of the certificate program will enable students to take classes that fit their schedules. One core course is required and the remaining two courses will be selected with the assistance of the Senior ESS within the Graduate School to help meet the student's professional development goals. Nine credit hours are required to complete this certificate.

After completing the PD Certificate, the student may be eligible to count up to 9 credit hours toward a UWG graduate degree.

Learning Outcomes:

1. Develop and refine communication, management, critical thinking, digital literacy, or other industry-needed skills.
2. Expand professional expertise across multiple disciplines, integrating concepts, theories, or practices from different fields to address complex, real-world problems.
3. Apply interdisciplinary knowledge to develop strategies, solutions, and innovations that address current and evolving industry needs.

4. Develop self-directed learning strategies that empower individuals to take ownership of their professional growth and pursue continuous improvement in their careers.

Requirements

Graduate students must successfully complete one of the following core courses:

- ABED 6100 - Strategic Business Communication 3 Credit Hours
- CISM 5355 - Cybersecurity Operations 3 Credit Hours
- CISM 5390 - Business Intelligence and Data Mining 3 Credit Hours

- ECON 6430 - Business Forecasting 3 Credit Hours
- ENGL 5304 - Advanced Writing in Disciplines 3 Credit Hours
- ENGL 5425 - Dynamic Writing 3 Credit Hours
- FINC 6532 - Finance 3 Credit Hours
- MGNT 6670 - Organizational Theory and Behavior 3 Credit Hours
- POLS 5210 - Public Management 3 Credit Hours
- POLS 5215 - Management of Nonprofit Organizations 3 Credit Hours
- POLS 6200 - Public Budgeting and Financial Management 3 Credit Hours
- CS 5251 - Web Technologies I 3 Credit Hours
- MKTG 5805 - Sales Management 3 Credit Hours
- MKTG 5818 - Business Web Design 3 Credit Hours

  Students must successfully complete two other graduate-level courses from any subject area that will meet the student's professional development goals. A total of nine credit hours is required to complete the certificate.

James 'Earl' Perry College of Mathematics, Computing, and Sciences

Nate A. Bickford, Dean

678-839-6485

cmcs@westga.edu

https://www.westga.edu/cmcs

TLC 2200

A graduate STEM (science, technology, engineering, and mathematics) degree boosts your **expertise**, **employability**, and **earning potential**. It equips you with advanced technical and problem-solving skills, opens doors to specialized careers, and signals a strong commitment to innovation and lifelong learning. Graduates are better prepared to lead, collaborate, and drive change in today's tech-driven world. Explore career-focused graduate options available at the James 'Earl' Perry College of Mathematics, Computing, and Sciences.

Degrees Offered

Master of Science

- Applied Computer Science, M.S.
- Biology, M.S.

Post-Baccalaureate Certificate

- Post-Baccalaureate Certificate in Biomedical Sciences
- Post-Baccalaureate Certificate in Computational Mathematics
- Post-Baccalaureate Certificate in Discrete Mathematics
- Post-Baccalaureate Certificate in Geographic Information Systems
- Post-baccalaureate Certificate in Statistics

School of Computing, Analytics, and Modeling

M. Scott Gordon, Interim Director

Computing Program

computing@westga.edu

https://www.westga.edu/computing

Professors:

L. Baumstark, M. Orsega, J. Preston (Provost and Senior VPAA), A. Remshagen, L. Yang

Associate Professors:

J. Corley, A. Stanescu, D. Yoder

Assistant Professor:

S. Munir, M. Rahman (Program Coordinator)

The **Master of Science in Applied Computer Science** degree is an affordable, high-quality graduate professional degree that provides individuals holding an undergraduate degree in any discipline the knowledge and skills needed to pursue a career in software development, cyber intelligence, or data science.

Launch or elevate your career today:

- Career-Focused: Prepares you for high-demand roles in software development, cyber intelligence, and data science.
- Flexible Learning: Coursework including 11 courses, 36 credit hours can be completed online in under 2 years
- Core Skills: Software development, web technologies, databases, machine learning, data science, and cyber intelligence taught by experts with real-world and academic experience.
- Specialized Tracks: Software Development, Cyber Intelligence, Data Science
- Affordable and Accessible: Competitive tuition with no computing experience required - 36 credit hours (30 if you have appropriate CS coursework), no transfer credits accepted
- High ROI: Median salary for these roles is over $105K / year

Mathematics Program

math@westga.edu

https://www.westga.edu/mathematics/

Professors:

R. Butler, M. Gordon (Interim School Director), X. Gu, C. Leach (Program Coordinator), K. Moon, V. Paliwal, F. Wei, R. Xu, M Yazdani

Associate Professors:

W. Faucette, N. Hoang, K. Shin

Senior Lecturer:

D. Robinson

The Mathematics program offers short and focused Post-Baccalaureate Certificates to boost credentials, prep for graduate school or pivot careers in

- **Computational Mathematics**

  Master the tools to solve real-world problems using algorithms, simulations, and numerical methods. Ideal for careers in data science, engineering, and applied research.

- **Discrete Mathematics**

  Sharpen your logic and problem-solving skills through graph theory, combinatorics, and proofs. A strong foundation for computer science, cryptography, and theoretical math.

- **Statistics**

  Gain deep insight into statistical theory and hands-on analysis skills. Perfect for roles in data analytics, research, and decision science.

Master of Science

Applied Computer Science, M.S.

The M.S. in Applied Computer Science degree is a professional program, requiring 36 hours of graduate study, that provides individuals holding an undergraduate degree in any discipline the knowledge and skills needed to pursue a career in the exciting and dynamic field of computer science and information technology. The program focuses on computer science fundamentals and the craft and practice of software design and development.

Students may only enter the program at designated cohort entry points and will take the courses in the designated sequence. Students are expected to have basic knowledge and proficiency in using computers. Students will be

expected to have reliable Internet access and their own personal computer capable of running a variety of software tools used in the program. Additional details on computing needs are available from the Computing program website

Program Requirements

Preparatory

- CS 5251 - Web Technologies I 3 Credit Hours
- CS 5311 - Program Construction I 3 Credit Hours
- CS 6231 - Database Systems I 3 Credit Hours
- CS 6312 - Program Construction II 3 Credit Hours

Core Courses

- CS 5275 - Foundations of Machine Learning 3 Credit Hours
- CS 6241 - Software Development I 3 Credit Hours
- CS 6252 - Web Technologies II 3 Credit Hours
- CS 6261 - System and Network Administration 3 Credit Hours

Software Development Track

- CS 6232 - Database Systems II 3 Credit Hours
- CS 6242 - Software Development II 3 Credit Hours
- CS 6253 - Web Technologies III 3 Credit Hours

Cyber Intelligence Track

- CS 5500 - Cybersecurity 3 Credit Hours
- CS 6420 - Artificial Intelligence for Security 3 Credit Hours
- CS 6430 - Advanced Networking 3 Credit Hours

Data Science Track

- CS 6800 - Data Analytics 3 Credit Hours
- CS 6810 - Intelligence and Analytics Tools 3 Credit Hours
- CS 6820 - Generative AI for Data Scientists 3 Credit Hours

Additional Courses

- CS 6910 - Project I 3 Credit Hours
- CS 6920 - Project II 6 Credit Hours
- CS 6083 - Directed Research 1-3 Credit Hours
- CS 6986 - Internship 3-6 Credit Hours

Total Program: 30 Hours (with CS-Background); 36 Hours (non CS-Background)

Additional Program Requirements

- Students are allowed only one grade of "C" in all courses applying toward the degree.
- Students without a degree in Computer Science must complete the Preparatory courses (12 hours), all Core Courses (12 hours), and courses from one of the three Tracks (9 hours) plus one elective course (3 hours).
- Students with a degree in Computer Science must complete all Core Courses (12 hours), and all courses from one of the three Tracks (9 hours) plus an additional 9 hours of electives.
- Electives must be from from the Software Development, Data Science, or Cyber Intelligence tracks, directed research with a faculty sponsor, or an approved graduate course outside the program.
- Additional program requirements are found on the Program of Computing website at https://www.westga.edu/academics/art-culture-science/computing-math/computing/ms-computer-science.php.

School of Field Investigations and Experimental Sciences

Neal Chesnut, Interim Director

Biology Program

biology@westga.edu

https://www.westga.edu/academics/cmcs/sciences/biology/

Professors:

N. Bickford (Dean), A. Edelman (Graduate Program Coordinator), F. Fontanella, J. Genz, J. Hendricks, M. Johnson, W. Kenyon, M. Mitra, S. Molesworth-Kenyon, S. Swamy-Mruthinti, G. Payne, C. Tabit, H. Zot

Whether you're preparing for professional school, advancing your career, or exploring new scientific frontiers, UWG Biology has a path for you.

The **M.S. in Biology** offers flexible **thesis** and **non-thesis tracks** to match your academic and career goals.

- **Thesis Track**: Ideal for aspiring researchers and future Ph.D. students, with a strong focus on independent research and scientific discovery.
- **Non-Thesis Track**: Perfect for students heading into healthcare, biotech, or environmental careers. Includes optional **Biomedical Sciences Concentration**.

Also offered:

- **Post-Baccalaureate Certificate in Biomedical Sciences** - Boost your credentials for health professional schools or pivot into biomedical careers.

All Biology graduate students benefit from:

- Personalized faculty mentorship
- Hands-on lab & field experiences
- Access to modern teaching & laboratory facilities

Earth and Environmental Sciences

ees@westga.edu
https://www.westga.edu/academics/cmcs/sciences/ees/

Professors:

D. Bush, B. Deline, G. DeWeese, H. Gerhardt, S. Rose, J. Seong, K. Tefend, A. Walter (Associate Dean, University College)

Associate Professors:

M. Buzon, R. Currier, C. Mason

Whether you're looking to upskill, pivot careers, or deepen your technical knowledge, UWG's Earth and Environmental Sciences program offers students and professionals a flexible, practical pathway to success via the **Post-baccalaureate Geographic Information Systems (GIS) certificate**.

- Ideal for career advancement or entry into the GIS field
- Gain in-demand skills in Geographic Information Systems.
- Designed for traditional students seeking GIS skills, working professionals and nontraditional students
- Fully online, 15-19 credit hours
- No GRE or TOEFL required

Master of Science

Biology, M.S.

The M.S. in Biology program (30 credit hours) offers two distinct tracks, allowing students to pursue their career aspirations. The thesis track prepares students for research-oriented careers and Ph.D. programs. The non-thesis track is designed for students seeking to expand their biological knowledge, primarily through coursework in preparation for careers in education, healthcare, laboratories, environmental consulting, biotechnology, and preparation for professional degree programs such as medical and veterinary schools. In either track, students take an active role in crafting their course of study, receiving personalized guidance from their advisor to ensure alignment with their specific career goals.

An academic option for students pursuing the non-thesis track includes a concentration in biomedical sciences. This concentration is ideal for students bridging the gap between undergraduate and professional school and provides additional preparation for careers in medicine, dentistry, pharmacy, veterinary science, physical therapy, allied health, biotechnology, and biomedicine.

The University of West Georgia offers a path for students to concurrently earn their M.S. in Biology (Non-Thesis Track) and Master of Business Administration (M.B.A.) degrees in 45 credit hours. This option develops the

proficiencies students need to succeed in today's competitive job market. A combined M.S. in Biology and M.B.A. provides interdisciplinary training for students interested in careers spanning science and business, such as biotechnology, biomedical sciences, and environmental consulting. Applicants to the combined MS Biology-MBA must be admitted into both programs.

A student entering the M.S. in Biology program is expected to have an undergraduate degree in biology. Students without a degree in biology or lacking specific background courses in biology and related sciences may need to complete undergraduate courses to compensate for deficiencies. Along with the graduate school requirements, applicants must have a minimum undergraduate cumulative G.P.A. of 2.8 on a 4.0 scale and submit the following:

1. Two letters of recommendation, preferably from reviewers familiar with the applicant's academic performance.

2. Resume detailing academic, work, and volunteer experience.

3. A one-page narrative statement including three components: 1) reason(s) for pursuing an M.S. in Biology; 2) the specific biological sub-disciplines of interest; and 3) the desired degree track (thesis or non-thesis). If the non-thesis track is desired, indicate if you are pursuing the biomedical sciences concentration or combined M.S./M.B.A.

Thesis-track applicants should ideally secure a thesis advisor from the biology faculty before applying. Prospective students can identify potential advisors by reviewing faculty web pages and contacting faculty with aligned research interests.

Thesis Track for the M.S. Degree in Biology

- BIOL 6984 - Graduate Biology Seminar 1 Credit Hours (1 credit hour per course - 2 credit hours required)
- BIOL 6983 - Graduate Research 1.0 - 12.0 Credit Hours (1-12 credit hours per course - 12 credit hours required)
- BIOL 6999 - Thesis 1 Credit Hours (1 credit hour required)

Electives

Graduate courses in Biology (9 credit hours required).

Graduate courses in any of the following subjects (6 credit hours required). Note that some courses may require prerequisites. Other courses may be accepted with approval of the graduate program coordinator.

• Any 5000/6000 Biology course
• Any 5000/6000 Geography course

Notes:

At least 15 credit hours within the degree program must be completed at the 6000 level. Thesis-track students typically fulfill this requirement through a combination of seminar, research, and thesis courses. A thesis proposal should be submitted to the advisory committee by the end of the first semester or no later than the second semester. In the final semester of the program, the advisory committee will supervise a thesis defense, which includes both a written thesis and an oral presentation.

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

- BIOL 6984 - Graduate Biology Seminar 1 Credit Hours (1 credit hour per course - 2 credit hours required)
- BIOL 6995 - Comprehensive Exam 1 Credit Hours (1 credit hour required)

Electives

Graduate courses in Biology (18 credit hours required).

Graduate courses in any of the following subjects and courses (9 credit hours required). Note that some courses may require prerequisites. Other courses may be accepted with approval of the graduate program coordinator.

• Any 5000/6000 Biology course
• Any 5000/6000 Community Wellness course
• Any 5000/6000 Geography course
• POLS 5209 Environmental Policy

Note:

At least 15 credit hours within the degree program must be completed at the 6000 level. The advisory committee will administer the comprehensive exam during the last semester of the degree program.

Non-Thesis Track for the M.S. Degree in Biology, Concentration in Biomedical Sciences

- BIOL 6984 - Graduate Biology Seminar 1 Credit Hours (1 credit hour per course - 2 credit hours required)
- BIOL 6995 - Comprehensive Exam 1 Credit Hours (1 credit hour required)

Biomedical Sciences Concentration (12 credit hours)

A minimum of 12 credit hours across 4 courses are required for the Biomedical Sciences Concentration. Two courses each (minimum 6 credit hours) must be taken in Core Area 1 and Core Area 2.

Core Area 1: Physiology & Biochemistry

Take two courses (minimum 6 credit hours) from the courses below.

- BIOL 5520 - Developmental Biology and Embryology 4 Credit Hours
- BIOL 5539 - Comparative Physiology 3 Credit Hours
- BIOL 5731 - Introduction to Toxicology 3 Credit Hours
- BIOL 5732 - Biology of Aging 3 Credit Hours
- BIOL 5733 - Animal Nutrition 3 Credit Hours
- BIOL 5735 - Parasitology 4 Credit Hours
- BIOL 6503 - Biological Perspectives: Biochemistry 3 Credit Hours
- BIOL 6513 - Human Physiology 4 Credit Hours
- BIOL 6526 - Vertebrate Histology 4 Credit Hours
- BIOL 6530 - Medical Physiology 3 Credit Hours
- BIOL 6750 - Clinical Neuroscience 3 Credit Hours
- BIOL 6981 - Graduate Independent Study 3 Credit Hours *
- BIOL 6982 - Directed Readings 1.0 - 3.0 Credit Hours *
- BIOL 6985 - Graduate Special Topics in Biology 3 Credit Hours *
  Note: *Subject to approval by the graduate program coordinator.

Core Area 2: Genetics & Microbiology

Take two courses (minimum 6 credit hours) from the courses below.

- BIOL 5315 - Bacterial Genetics 4 Credit Hours

- BIOL 5325 - Advanced Medical Microbiology 3 Credit Hours
- BIOL 5727 - Essentials of Immunology 4 Credit Hours
- BIOL 5728 - Bacterial Pathogenesis 4 Credit Hours
- BIOL 5729 - Medical Virology 4 Credit Hours
- BIOL 5730 - Emerging Pathogens 4 Credit Hours
- BIOL 6325 - Procaryotic Biology 3 Credit Hours
- BIOL 6981 - Graduate Independent Study 3 Credit Hours *
- BIOL 6982 - Directed Readings 1.0 - 3.0 Credit Hours *
- BIOL 6985 - Graduate Special Topics in Biology 3 Credit Hours *
  Note: *Subject to approval by the graduate program coordinator.

Electives

Graduate courses in Biology (6 credit hours required).

Graduate courses in any of the following subjects and courses (9 credit hours required). Note that some courses may require prerequisites. Other courses may be accepted with approval of the graduate program coordinator.

• Any 5000/6000 Biology course
• Any 5000/6000 Community Wellness course

Notes:

At least 15 credit hours within the degree program must be completed at the 6000 level. The advisory committee will administer the comprehensive exam during the last semester of the degree program.

Combined Master of Science in Biology, M.S. (Non-thesis Track) and Master of Business Administration, M.B.A.

Admission Requirements

Applicants to the combined MS Biology-MBA must be admitted into both the non-thesis MS Biology and MBA programs. Applicants should review the admission requirements for both programs prior to applying.

Course Requirements

The combined MS in Biology (Non-thesis Track)/MBA requires successful completion of 45 graduate course hours. Each degree requires 30 credit hours separately (60 credit hours total). However, students in the combined program can reduce the total number of credit hours for both degrees to 45 (6 semesters, including summer). The MS in Biology (Non-thesis Track) accepts up to 9 credit hours from the MBA toward electives, and the MBA accepts up to 6 credit hours from the MS in Biology toward electives.

Business Foundation Knowledge

All incoming students will receive access to MBA Math to build or refresh their foundational business knowledge prior to beginning the MBA program.

Required MS in Biology Courses (Non-thesis Track)

- BIOL 6984 - Graduate Biology Seminar 1 Credit Hours (1 credit hour per course - 2 credit hours required)
- BIOL 6995 - Comprehensive Exam 1 Credit Hours (1 credit hour required)

Electives

Graduate courses in Biology (18 credit hours required).

Graduate courses in MBA (9 credit hours required). Note that some courses may require prerequisites.

• Any 5000/6000 Accounting course
• Any 5000/6000 Economics course
• Any 5000/6000 Finance course
• Any 5000/6000 Management course
• Any 5000/6000 Marketing course

Notes:

At least 15 credit hours within the degree program must be completed at the 6000 level. The advisory committee will administer the comprehensive exam during the last semester of the degree program. The biomedical sciences concentration can be pursued as part of the combined MS Biology/MBA. See the concentration description for course requirements.

Required MBA Courses

- MKTG 6815 - Marketing Strategy 3 Credit Hours
- ACCT 6232 - Managerial Accounting 3 Credit Hours
- ECON 6450 - Managerial Economics 3 Credit Hours
- FINC 6532 - Finance 3 Credit Hours
- MGNT 6670 - Organizational Theory and Behavior 3 Credit Hours
- MGNT 6681 - Strategic, Ethical, and Global Management 3 Credit Hours

Electives

(Select two from the following options (6 credit hours required). Note that some courses may require prerequisites or be program-specific.)

- Any 5000/6000 Accounting course
- Any 5000/6000 Economics course
- Any 5000/6000 Finance course
- Any 5000/6000 Management course
- Any 5000/6000 Marketing course
- Graduate courses in Biology (6 credit hours required).

Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all combined MS Biology-MBA students. All program-specific policies apply to courses counting toward a program. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog). All requirements must be completed within six (6) years from the date of matriculation as a graduate student. Any combined MS in Biology-MBA student earning a grade of "F" or "WF" during the course of his or her program of study will be subject to dismissal from the program.

Post-Baccalaureate Certificate

Post-Baccalaureate Certificate in Biomedical Sciences

The Post-Baccalaureate Certificate in Biomedical Sciences offers enhanced preparation beyond the undergraduate level for aspiring professionals in fields such as medicine, dentistry, pharmacy, veterinary science, physical therapy, laboratories, and biomedical technology. The certificate is designed to supplement, rather than replace, the necessary prerequisites for professional programs, ensuring that students are well-equipped with advanced knowledge and skills critical for success in their chosen careers. Students can complete the certificate in 1-3 semesters with flexible learning options, including in-person, fully online, or hybrid formats, allowing them to tailor their education to fit their individual needs and schedules. Successful certificate students may apply their earned credits towards a non-thesis Master of Science in Biology, Biomedical Sciences Concentration.

Admission requirements include:

1. Official transcripts from all institutions attended
2. 2.8 undergraduate GPA; applicants with a lower GPA will be considered if they demonstrate strong academic performance in relevant science courses or improvement in GPA over the last 40 credit hours earned.
3. Required undergraduate prerequisites:
   a. General Biology I & II with labs (8 credit hours)

   b. General Chemistry I & II with labs (8 credit hours)

   c. Organic Chemistry I with lab (4 credit hours)

   d. Other Chemistry: either Organic Chemistry II or Biochemistry (3-4 credit hours)

   e. Physics with lab (4 hours)

Students must attain a minimum grade point average of 3.0 in courses used to satisfy the certificate. All earned certificate credits can be applied toward an M.S. Biology degree at UWG.

Students completing the certificate with ≥3.3 GPA and a B or above in all certificate courses are eligible for direct admittance to the M.S. Biology nonthesis track with the option to pursue the Biomedical Sciences concentration (no additional application materials required).

Biomedical Sciences Certificate (9 credit hours)

A minimum of 9 credit hours across 3 courses are required for the Biomedical Sciences Certificate.

- BIOL 5315 - Bacterial Genetics 4 Credit Hours
- BIOL 5325 - Advanced Medical Microbiology 3 Credit Hours
- BIOL 5520 - Developmental Biology and Embryology 4 Credit Hours
- BIOL 5539 - Comparative Physiology 3 Credit Hours
- BIOL 5727 - Essentials of Immunology 4 Credit Hours
- BIOL 5728 - Bacterial Pathogenesis 4 Credit Hours
- BIOL 5729 - Medical Virology 4 Credit Hours
- BIOL 5730 - Emerging Pathogens 4 Credit Hours
- BIOL 5731 - Introduction to Toxicology 3 Credit Hours
- BIOL 5732 - Biology of Aging 3 Credit Hours
- BIOL 5733 - Animal Nutrition 3 Credit Hours
- BIOL 5735 - Parasitology 4 Credit Hours

- BIOL 6325 - Procaryotic Biology 3 Credit Hours
- BIOL 6503 - Biological Perspectives: Biochemistry 3 Credit Hours
- BIOL 6513 - Human Physiology 4 Credit Hours
- BIOL 6526 - Vertebrate Histology 4 Credit Hours
- BIOL 6530 - Medical Physiology 3 Credit Hours
- BIOL 6750 - Clinical Neuroscience 3 Credit Hours

Post-Baccalaureate Certificate in Geographic Information Systems

Program Requirements

Required courses:

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

- GEOG 5553 - Geographic Information Systems 4 Credit Hours
- GEOG 5563 - Remote Sensing 4 Credit Hours

Electives:

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

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

Note:

All courses are delivered online. The Certificate will be issued to the students who complete all required courses with B or better grades. Students must apply for graduation with the certificate the semester before they plan to graduate. Students who are also enrolled in another graduate program concurrent with the GIS Certificate program must submit applications to graduate for both the certificate and their other graduate program.

Richards College of Business

Christopher K. Johnson, Dean
678-839-6467
http://www.westga.edu/business

Master of Business Administration Degree

https://www.westga.edu/mba/
678-839-6467

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

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

The MBA program is accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting agency for management education. The MBA serves working professionals through evening courses on the main campus in Carrollton, and our satellite locations in Newnan and Douglasville. Full time MBA students enrolled for the Fall semester on the Carrollton campus can complete the MBA program in one year. The online Georgia WebMBA® program is also available as a separate program (listed below).

MBA Admission Criteria

The MBA program in the Richards College of Business relies on a competitive admission process. In all cases final admission decisions are made by the appropriate Richards College of Business Graduate Program Director.

Program Specific Admittance Guidelines

- Submit official Transcripts from all institutions attended
- Applicants must have a 2.8 GPA or higher for regular admission. Applicants with a GPA between 2.5 and 2.79 may be admitted provisionally*.
- Professional Resume
- Not required, but applicants may submit official GMAT scores to improve their admission status.

Submit all documents to the Office of Graduate Admissions.

* International students cannot be admitted provisionally and must meet the requirements for regular admission.

the WebMBA

Richards College of Business - Adamson Hall
https://www.westga.edu/webmba/
678-839-6467

Graduate Faculty

Professors:

A. Austin, E. Bergiel, R. Best, B. Bird, Y. Cheng, R. Colley, J. Deng, T. Gainey, K. Green, M. Halonen-Rollins, S. Hazari, M. Kassis, L. Liu, D. McWilliams, H. Patron, B. Prince, B. Sethna, W. Smith, S. Talpade, J. Upson, S. Webb, J. Wei, M. Yu

Associate Professors:

A. Chwialkowska, D. McWilliams, L. Peng, M. Sinkey, G. Towhidi, S. Velez-Castrillon

Assistant Professor:

S. Choi

Mission Statement

Vision

To become a globally recognized college of business preparing forward-thinking, responsible leaders.

Mission

We are in the business of transforming lives through education, engagement and experiences.

Strategic Goals and Values

Thought Leadership

Provide thought leadership through intellectual contributions and professional practice that is consistent with our mission and vision and raises the institutional visibility and reputation.

Academic Success

Develop an environment that promotes improved student retention and progression toward graduation.

Relevant Programs

Enhance and create curricular and co-curricular programs and initiatives that align with current and expected industry needs and prepare students for career success.

Global Engagement

Expand the Richards College of Business' international participation by developing programs and partnerships that engage faculty and students in the global business community.

External Engagement

Increase external funding from private donations, grants, and/or contracts to help support student, faculty, and staff success.

Togetherness and Belonging

Maintain and enhance a culture where all students, faculty and staff feel valued, connected, and engaged.

Ethical Values

The Richards College of Business community (administrators, faculty, staff, students, and business partners) share a commitment to the principles of honesty and integrity in interactions and undertakings, accountability for personal behavior, and respect for the rights, differences, and dignity of others. In addition, we strive to continuously improve our abilities to recognize unethical behavior and to make ethical and moral decisions.

https://www.westga.edu/academics/business/vision-and-mission.php

The Richards College of Business offers graduate programs in business administration, professional accounting, applied business analytics, and strategic cybersecurity and information management.

These programs are administered through four departments: (1) Accounting and Finance, (2) Economics, (3) Management, and (4) Marketing.

The faculty members are committed to professional development through intellectual activities. The primary means by which instructors can enhance and update the content of their present courses and design new ones is through research and other professional development activities. Intellectual activities are also essential to enhance the status of the Institution among accredited member schools, potential employers, and other publics.

Service to the Institution and to the professional community supports the activities necessary to accomplish the mission. This involvement promotes the design of a superior curriculum, placement of graduates, discovery of new ideas for intellectual activities and classroom instruction, and the procurement of external funding for College activities.

Note: All Richards College of Business students must see their advisors and get their schedules approved before attempting to register.

Criteria for Admissions and Continued Enrollment in Graduate Business Programs

Initial and continued enrollment in any graduate program within the Richards College of Business is not only determined by academic criteria. Honest, ethical, professional behavior must be demonstrated at all times during the admissions process and throughout one's tenure as a student in the program. Students may therefore be denied enrollment or removed from any graduate program for engaging in dishonest, unethical, unprofessional behavior in a class, or in any interaction with University of West Georgia faculty, staff, or students.

The graduate programs in the Richards College of Business rely on a competitive admission process. Applicants must complete an undergraduate degree from an accredited institution. Prior to enrolling in the MBA program, admitted students are expected to have basic business knowledge in the following content areas: finance, accounting, economics, and statistics. All incoming students will receive access to MBA Math to build or refresh their foundational business knowledge prior to beginning the MBA program.

Additionally, the applicant is subject to program specific criteria. Once a student has met the criteria for his or her selected graduate program, the Richards College of Business relies on the Dean or his or her designate to review all aspects of the student's file to determine whether or not the applicant has provided evidence that he or she will likely succeed in the graduate program. If the committee finds that the student has provided evidence to support his or her likely success in the program, the student is admitted. If not, the student is permitted to provide further evidence to support his or her likely success in the program, the student is admitted. Applicants are encouraged to work closely with the Richards College of Business Office of Graduate Student Services throughout the admission process.

Each of the Richards College of Business graduate programs may have differing and specific criteria for admission and continued enrollment. Each applicant should carefully review the applicable criteria for their selected program.

Applicants with a native language other than English must submit minimum Test of English as a Foreign Language (TOEFL) or minimum IELTS scores. Unless explicitly stated as a program requirement, all graduate programs within the Richards College of Business adhere to the standards as listed in the International/Permanent Resident section in the UWG graduate catalog.

Combined Master of Professional Accounting/Master of Business Administration

Combined Master in Professional Accountancy (MPAcc) in Data Analytics and Master of Business Administration, M.B.A.

The University of West Georgia now offers a path for students to earn their MPAcc and MBA degrees concurrently. This option develops the proficiencies students need to succeed in today's competitive job market. Graduates qualify to take the Certified Public Accountant (CPA) examination. The Richards College of Business at the University of West Georgia is accredited by the Association to Advance Collegiate Schools of Business International (AACSB). The undergraduate accounting and MPAcc programs also carry the distinction of AACSB supplemental accounting accreditation. The Combined MPAcc/MBA is a method by which a student can earn separate degrees in both the MPAcc and MBA programs.

Learning Outcomes

MPAcc Learning Outcomes

- Communicate at a professional level in oral presentations and in writing.
- Identify how globalization affects organizations and their environment.
- Recognize the importance of ethical decision-making.
- Understand the various forms of accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems.

MBA Learning Outcomes

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

Admission Requirements

Applicants to the MPAcc program must hold a bachelor's degree. Admission requires the submission of all undergraduate transcripts. The MPAcc program at the Richards College of Business relies on a competitive admission process. Meeting the requirements does not necessarily guarantee admission into the program.

Admission requirements may be met under any one of the following conditions:

1. An undergraduate accounting degree from an AACSB-accredited institution with an overall GPA of 3.1 or higher (on a scale of 4.0); and an accounting GPA of 3.0 or higher (on a scale of 4.0) based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; OR

2. An undergraduate degree from a non-AACSB-accredited institution with an overall GPA of 3.2 or higher (on a scale of 4.0); and an accounting GPA of 3.5 or higher based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; evaluated on a case-by-case basis by the MPAcc Graduate Admissions Committee.

Note: International students must submit a minimum of 550 paper-based, 213 computer-based, or 79-80 internet-based TOEFL score.

Course Requirements
The combined MPAcc/MBA requires the successful completion of 45 graduate course hours.

Foundation Courses (Common body of knowledge)

- ACCT 2101 Principles of Accounting I
- ACCT 2102 Principles of Accounting II

All incoming students - with or without an undergraduate accounting degree - will receive access to MBA Math to build or refresh their foundational knowledge in business disciplines outside of accounting. In addition, all students are required to complete the Basic Accounting Courses. A student admitted to the MPAcc program may take any required or selective ACCT-designated graduate course so long as the applicable course prerequisites have been satisfied prior to taking it.

Basic Accounting Courses

- ACCT 3212 Financial Reporting I
- ACCT 3213 Financial Reporting II
- ACCT 3232 Managerial Accounting
- ACCT 3251 Income Tax Accounting for Individuals
- ACCT 4241 Accounting Information Systems
- ACCT 4261 - Auditing

Required MPAcc Courses

- ACCT 6200 - Accounting Innovation through Data Analytics 3 Credit Hours
- ACCT 6233 - Seminar in Cost Accounting 3 Credit Hours
- ACCT 6242 - Strategic Information Systems 3 Credit Hours
- ACCT 6253 - Seminar in Tax Accounting 3 Credit Hours
- ACCT 6263 - Seminar in Auditing 3 Credit Hours
- ECON 5208 - Business Analytics Programming 3 Credit Hours
- ECON 6430 - Business Forecasting 3 Credit Hours
- FINC 6532 - Finance 3 Credit Hours

Required MBA Courses

- ECON 6450 - Managerial Economics 3 Credit Hours
- MGNT 6670 - Organizational Theory and Behavior 3 Credit Hours
- MGNT 6681 - Strategic, Ethical, and Global Management 3 Credit Hours
- MKTG 6815 - Marketing Strategy 3 Credit Hours

MPAcc/MBA Electives

(Select three)

Students must take 3 separate 3 hour courses.

- ABED 6100 - Strategic Business Communication 3 Credit Hours
- ACCT 6216 - Seminar in Financial Reporting 3 Credit Hours
- ACCT 6264 - Nonprofit Accounting and Auditing 3 Credit Hours
- ACCT 6265 - Accounting for Sustainability 3 Credit Hours
- ACCT 6285 - Special Problems in Accounting 1.0 - 3.0 Credit Hours
- ACCT 6286 - Internship 1.0 - 3.0 Credit Hours
- CISM 6331 - Strategic Management of Information Technology 3 Credit Hours
- ECON 6461 - International Finance 3 Credit Hours
- ECON 6485 - Special Topics in Economics 3 Credit Hours
- FINC 6542 - Investment Analysis and Portfolio Management 3 Credit Hours
- MKTG 5805 - Sales Management 3 Credit Hours
- MKTG 6820 - International Business Strategy 3 Credit Hours
- MKTG 6881 - Independent Study in Marketing 3 Credit Hours
- MGNT 6675 - Work Practicum 3 Credit Hours
- MGNT 6685 - Special Problems in Business 3 Credit Hours
  (Note: Any of the above elective courses can count as an elective course in the Combined MPAcc/MBA path as either the MPAcc or MBA elective.)

Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all combined MPAcc-MBA students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses. Only one repeat per course is allowed. The new grade will not replace the previously earned grade; instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's

cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog).

All requirements must be completed within six (6) years from the date of matriculation as a graduate student.

Any combined MPAcc-MBA student earning two or more grades "F" or "WF" --in any combination--during the course of his or her program of study will be subject to dismissal from the program.

Master of Business Administration

Master of Business Administration, M.B.A.

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

The objectives of the MBA program are to enhance the student's ability to:

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

The MBA program is accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting agency for management education. The MBA serves working professionals through evening courses on the main campus in Carrollton, and our satellite locations in Newnan and Douglasville. Full time MBA students enrolled for the Fall semester on the Carrollton campus can complete the MBA program in one year. The online WebMBA program is also available as a separate program.

Degree Requirements

Prior to enrolling in the MBA program, admitted students are expected to have basic business knowledge in the following content areas, finance, accounting, economics, and statistics. All incoming students will receive access to MBA Math to build or refresh their foundational business knowledge prior to beginning the MBA program.

Graduate Coursework (30 credit hours)

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours outlined below. A student can earn a Master of Business Administration with a Concentration by choosing to complete additional credit hours (please see details below). Students with an undergraduate degree in Accounting must substitute another course for ACCT 6232 with approval from the Office of Graduate Student Services. A student must also demonstrate an understanding of the content covered in the graduate course work by completing a comprehensive exam that is incorporated into the capstone course, MGNT 6681 - Strategic, Ethical, and Global Management.

Core Courses Required (18 credit hours)

- MKTG 6815 - Marketing Strategy 3 Credit Hours

- ACCT 6232 - Managerial Accounting 3 Credit Hours
- ECON 6450 - Managerial Economics 3 Credit Hours
- FINC 6532 - Finance 3 Credit Hours
- MGNT 6670 - Organizational Theory and Behavior 3 Credit Hours
- MGNT 6681 - Strategic, Ethical, and Global Management 3 Credit Hours

Elective Courses (12 credit hours)

Working with the Office of Graduate Student Services, MBA students develop a four-course area of elective study, including 12 hours of elective courses at or above the 5000 level where the following criteria are met.

A maximum of two 5000-level classes

A minimum of two elective courses are taken in the Richards College of Business.

Notes:

(1) All Richards College of Business 5000 and 6000 courses are eligible electives for the MBA. Students should work with the Office of Graduate Student Services to ensure they have completed any course-specific prerequisites for their electives.

(2) A maximum of two electives can be taken from other colleges at UWG. All Biology 5000 and 6000 courses as well as the courses below are approved as electives. Other courses outside of the Richards College must be approved by the MBA Director.

- HESA 9211 - Organizational Theory 3 Credit Hours
- HESA 9212 - Advanced Seminar in Leadership 3 Credit Hours
- HESA 9218 - Higher Education Finance and Advancement 3 Credit Hours
- NURS 6105 - Leadership for Quality, Safety, and Health Policy 3 Credit Hours
- NURS 6109 - Informatics, Technology, and Healthcare Outcomes 2-3 (variable credit) Credit Hours
- NURS 6116 - Leading Human Resource Systems 3 Credit Hours
- POLS 5213 - Comparative Public Administration and Policy 3 Credit Hours
- POLS 5215 - Management of Nonprofit Organizations 3 Credit Hours
- POLS 5217 - Grant Writing for Nonprofit Organizations 3 Credit Hours
- POLS 5222 - Leadership in the Public and Nonprofit Sectors 3 Credit Hours
- POLS 5985 - Problems in Politics 3 Credit Hours
- POLS 6211 - Disaster Management 3 Credit Hours
- POLS 5210 - Public Management 3 Credit Hours
- POLS 6200 - Public Budgeting and Financial Management 3 Credit Hours
- POLS 6201 - Theory of Public Administration and Ethics 3 Credit Hours
- POLS 6203 - Public Organizational Theory 3 Credit Hours
- POLS 6206 - Public Human Resource Management 3 Credit Hours

International Master of Business Administration Track

The International Master of Business Administration requires the same 30 credit hours and required courses as the Master of Business Administration degree does. It allows students to pick one of our international partner schools to attend for a semester and in working with the graduate program director create an International Plan of study that fits their needs and desires. Each plan of study requires approval from the graduate program director.

Concentration in Business Intelligence (33 credit hours)

To earn the Master of Business Administration degree with a Concentration in Business Intelligence, a student must successfully complete 33 graduate credit hours.

Core Courses Required (18 credit hours)

- MKTG 6815 - Marketing Strategy 3 Credit Hours
- ACCT 6232 - Managerial Accounting 3 Credit Hours
- ECON 6450 - Managerial Economics 3 Credit Hours
- FINC 6532 - Finance 3 Credit Hours
- MGNT 6670 - Organizational Theory and Behavior 3 Credit Hours
- MGNT 6681 - Strategic, Ethical, and Global Management 3 Credit Hours

Business Intelligence and Cyber Security: (12 credit hours)

- CISM 5330 - Enterprise Architecture 3 Credit Hours
- CISM 5355 - Cybersecurity Operations 3 Credit Hours
- CISM 5390 - Business Intelligence and Data Mining 3 Credit Hours
- CISM 6331 - Strategic Management of Information Technology 3 Credit Hours

One Elective Course (3 credit hours):

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

*If a student has taken CISM 4330, they cannot take CISM 5330.
*If a student has taken CISM 4390, they cannot take CISM 5390 .
*If a student has taken CISM 4355, they cannot take CISM 5355.

Concentration in Data Analytics (33 credit hours)

To earn the Master of Business Administration degree with a Concentration in Data Analytics, a student must successfully complete 33 graduate credit hours.

Core Courses Required (18 credit hours):

- MKTG 6815 - Marketing Strategy 3 Credit Hours
- ACCT 6232 - Managerial Accounting 3 Credit Hours
- ECON 6450 - Managerial Economics 3 Credit Hours
- FINC 6532 - Finance 3 Credit Hours
- MGNT 6670 - Organizational Theory and Behavior 3 Credit Hours
- MGNT 6681 - Strategic, Ethical, and Global Management 3 Credit Hours

Data Analytics (12 credit hours): Select 4 courses from the following:

- CISM 5390 - Business Intelligence and Data Mining 3 Credit Hours
- ECON 6430 - Business Forecasting 3 Credit Hours
- ECON 5475 - Applied Econometrics and Analytics 3 Credit Hours *

- ECON 6485 - Special Topics in Economics 3 Credit Hours **
- MKTG 6815 - Marketing Strategy 3 Credit Hours
  *Students who have completed the undergraduate econometrics course (ECON 4475) are not allowed to take ECON 5475 as part of the Data Analytics Concentration.
  **At most, two of the courses in the concentration may be the special topics course (ECON 6485)

One Elective Course (3 credit hours):

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be at the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

Concentration in Digital Marketing (33 credit hours)

To earn the Master of Business Administration degree with a Concentration in Digital Marketing, a student must successfully complete 33 graduate credit hours.

Core Courses Required (18 credit hours):

- MKTG 6815 - Marketing Strategy 3 Credit Hours
- ACCT 6232 - Managerial Accounting 3 Credit Hours
- ECON 6450 - Managerial Economics 3 Credit Hours
- FINC 6532 - Finance 3 Credit Hours
- MGNT 6670 - Organizational Theory and Behavior 3 Credit Hours
- MGNT 6681 - Strategic, Ethical, and Global Management 3 Credit Hours

Digital Marketing (12 credit hours):

- MKTG 5810 - Social Media and Online Marketing 3 Credit Hours
- MKTG 5818 - Business Web Design 3 Credit Hours
- MKTG 6850 - Analytical Methods in Marketing 3 Credit Hours
- MKTG 6868 - Marketing Models 3 Credit Hours

One Elective Course (3 credit hours):

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

*If a student has taken MKTG 4818, they cannot take MKTG 5818.
*If a student has taken MKTG 4868, they cannot take MKTG 5868.
*If a student has taken MKTG 4810, they cannot take MKTG 5810.

Concentration Networking and Cybersecurity (33 credit hours)

To earn the Master of Business Administration degree with a Concentration in Cybersecurity and Networking, a student must successfully complete 33 graduate credit hours. The completion of this concentration provides the student the opportunity to earn 3 Cisco digital badges and 2 Cisco certification vouchers.

Core Courses Required (18 credit hours):

- MKTG 6815 - Marketing Strategy 3 Credit Hours
- ACCT 6232 - Managerial Accounting 3 Credit Hours
- ECON 6450 - Managerial Economics 3 Credit Hours
- FINC 6532 - Finance 3 Credit Hours
- MGNT 6670 - Organizational Theory and Behavior 3 Credit Hours
- MGNT 6681 - Strategic, Ethical, and Global Management 3 Credit Hours

Business Intelligence and Cyber Security (12 credit hours):

- CISM 5355 - Cybersecurity Operations 3 Credit Hours
- CISM 5500 - Advanced Networking 3 Credit Hours
- CISM 5600 - Advanced Enterprise Security 3 Credit Hours
- CISM 6331 - Strategic Management of Information Technology 3 Credit Hours

One Elective Course (3 hours):

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

*If a student has taken CISM 4330, they cannot take CISM 5330.
*If a student has taken CISM 4390, they cannot take CISM 5330.
*If a student has taken CISM 4355, they cannot take CISM 5355.

*Introduction to Iot and Networking - Prereq taken as CISM 3350, bootcamp through UWG, or equivalent coursework

Concentration in Sales and Consumer Research (3 credit hours)

To earn the Master of Business Administration degree with a Concentration in Sales and Consumer Research, a student must successfully complete 33 graduate credit hours.

Core Courses Required (18 credit hours):

- MKTG 6815 - Marketing Strategy 3 Credit Hours
- ACCT 6232 - Managerial Accounting 3 Credit Hours
- ECON 6450 - Managerial Economics 3 Credit Hours
- FINC 6532 - Finance 3 Credit Hours
- MGNT 6670 - Organizational Theory and Behavior 3 Credit Hours
- MGNT 6681 - Strategic, Ethical, and Global Management 3 Credit Hours

Sales and Consumer Research (12 credit hours);

One Elective Course (3 credit hours):

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

*If a student has taken MKTG 4805, they cannot take MKTG 5805.
*If a student has taken MKTG 4864, they cannot take MKTG 5864.
*If a student has taken MKTG 4868, they cannot take MKTG 5868.

Combined Master of Science in Biology, M.S. (Non-thesis Track) and Master of Business Administration, M.B.A.

Admiission Requirements

Applicants to the combined MS Biology-MBA must be admitted into both the MS and MBA programs. Applicants should review the "Admissions" tab on the following web pages for specific requirements and tasks that must be completed prior to admission:

- MS in Biology program https://www.westga.edu/academics/cmcs/sciences/biology/ms-mba-combined.php
- MBA program https://www.westga.edu/academics/program_details.php?program_id=794

Course Requirements

The combined MS in Biology (Non-thesis Track)/MBA requires successful completion of 45 graduate course hours. Each degree requires 30 credit hours separately (60 credit hours total). However, students in the combined program can reduce the total number of credit hours for both degrees to 45 (6 semesters, including summer). The MS in Biology (Non-thesis Track) accepts up to 9 credit hours from the MBA toward electives, and the MBA accepts up to 6 credit hours from the MS in Biology toward electives.

Business Foundation Knowledge

The combined MS in Biology (Non-thesis Track)/MBA requires successful completion of 45 graduate course hours. Each degree requires 30 credit hours separately (60 credit hours total). However, students in the combined program can reduce the total number of credit hours for both degrees to 45 (6 semesters, including summer). The MS in Biology (Non-thesis Track) accepts up to 9 credit hours from the MBA toward electives, and the MBA accepts up to 6 credit hours from the MS in Biology toward electives.

Required MS in Biology Courses (Non-thesis Track)

MS Biology Electives

- Any 5000/6000 Biology course

MBA Core Courses Required (18 credit hours)

- MKTG 6815 - Marketing Strategy 3 Credit Hours
- ACCT 6232 - Managerial Accounting 3 Credit Hours
- ECON 6450 - Managerial Economics 3 Credit Hours
- FINC 6532 - Finance 3 Credit Hours
- MGNT 6681 - Strategic, Ethical, and Global Management 3 Credit Hours

MBA Electives

(Select two from the following options. Note that some courses may require prerequisites or be program-specific.)

- Any 5000/6000 Accounting course
- Any 5000/6000 Economics course
- Any 5000/6000 Finance course
- Any 5000/6000 Management course

- Any 5000/6000 Marketing course

Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all combined MS Biology-MBA students. All program-specific policies apply to courses counting toward a program. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog). All requirements must be completed within six (6) years from the date of matriculation as a graduate student. Any combined MS in Biology-MBA student earning a grade of "F" or "WF" during the course of his or her program of study will be subject to dismissal from the program.

The WebMBA

The WebMBA is a 30-semester-hour program that offers professionals the opportunity to earn an accredited online MBA degree. As one of the seven collaborating institutions, the University of West Georgia admits students into this program each Spring and Fall. All participating institutions are accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting body for business degree programs.

Applicants who have an undergraduate degree from an accredited institution with a minimum GPA of 2.5 or higher with at least a minimum of two years of professional work experience will be granted regular acceptance.

All WebMBA courses are offered completely online. The 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 enrolling in the WebMBA program, admitted students are expected to have basic business knowledge in the following content areas: finance, accounting, economics, and statistics. All incoming students will have access to MBA Math to build or refresh their foundational business knowledge before beginning the MBA program.

Learning Outcomes

- Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.
- Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.
- Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.
- Analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis.
- Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.
- Apply team-development and leadership skills in group settings to produce, evaluate and present business decision

The WebMBA Admission Criteria

The WebMBA® program in the Richards College of Business relies on a competitive admission process. In all cases final admission decisions are made by the Richards College of Business Graduate Admissions Committee. Applicants must meet the following criteria:

Complete the online graduate application, including a paid application fee.

An Undergraduate degree from an accredited institution (official transcripts from all credit-granting institutions must be submitted) with a minimum GPA of 2.5 or higher.

A minimum of two years of professional work experience.

Required Graduate Coursework

- WMBA 1000 - WebMBA® Orientation (two-day orientation required of all students)
- WMBA 6000 - Human Behavior in Organizations
- WMBA 6010 - Managerial Accounting
- WMBA 6030 - Global and International Business
- WMBA 6040 - Managerial Decision Analysis Using Business Intelligence
- WMBA 6050 - Strategic Marketing
- WMBA 6100 - Operations and Supply Chain Management
- WMBA 6060 - Managerial Finance
- WMBA 6070 - Entrepreneurship-New Venture Analysis
- WMBA 6080 - Management Information Systems
- WMBA 6110 - Business Strategy (Capstone)

Master of Science

Cybersecurity Management, M.S.

The University of West Georgia's STEM-approved Master of Science in Cybersecurity Management degree combines technical knowledge and essential cybersecurity skills with business management and enterprise leadership principles. Our program strategically integrates technical topics such as vulnerability testing, threat detection, and digital forensics with managerial topics like data protection, privacy, policy, and risk assessment.
Mission Statement: The M.S. in Cybersecurity Management program aims to prepare professionals to be leaders in cybersecurity within their workplaces and communities.

Learning Outcomes:

• Understand how cyber threats can impact their organization's mission.

• Identify and assess cybersecurity vulnerabilities.

• Communicate cyber threats to stakeholders in terms of risk.

• Develop feasible, actionable plans to address cyber vulnerabilities.

• Implement those plans successfully.

Strategic Cybersecurity and Information Management

- CISM 5355 - Cybersecurity Operations 3 Credit Hours
- CISM 5470 - Cyberwarfare, Cybercrime, and Digital Forensics 3 Credit Hours
- CISM 6410 - Information Asset Protection and Risk Management 3 Credit Hours
- CISM 6420 - Defensive and Offensive Security 3 Credit Hours
- CISM 6430 - Cryptography, Identity and Access Management 3 Credit Hours

- CISM 6440 - Cybersecurity and Cloud Computing 3 Credit Hours
- CISM 6450 - IoT Security and Analytics 3 Credit Hours
- CISM 6460 - Security Planning and Systems Development 3 Credit Hours
- Elective 1
- Elective 2

Embedded Certificate

Embedded Certificate in Cyber Security

As cyber threats grow in complexity and frequency, the demand for skilled professionals who can prevent, detect, and respond to attacks has never been greater. The Graduate Certificate in Cyber Security teaches students the advanced technical skills and strategic insight needed to safeguard computer systems, networks, and sensitive data in today's digital landscape. The courses include hands-on technical training with leadership and management principles, giving graduates a competitive edge.

Students can complete the program in two semesters through a blend of online and in-person classes. The students also have the flexibility to spread out their coursework to fit their schedules.

Learning Outcomes:

1. Demonstrate the ability to identify and evaluate enterprise information and networking assets and their security risks, develop and communicate policies and procedures to protect and manage enterprise information and networking security.

2. Understand, evaluate, utilize, and communicate security systems and techniques with an emphasis on security vulnerabilities and threats, physical security, and human role, including identity and access management and cryptography.

3. Demonstrate the ability to detect, analyze and resolve security threats and incidents in enterprise networks and systems using variety of technologies.

Required:

- CISM 5355 - Cybersecurity Operations 3 Credit Hours

Choose 2 of 4:

- CISM 6410 - Information Asset Protection and Risk Management 3 Credit Hours
- CISM 6420 - Defensive and Offensive Security 3 Credit Hours
- CISM 6440 - Cybersecurity and Cloud Computing 3 Credit Hours
- CISM 6460 - Security Planning and Systems Development 3 Credit Hours

Embedded Certificate in Digital Marketing

The Graduate Certificate in Digital Marketing is designed to equip students with the essential knowledge and practical skills needed to thrive in today's fast-paced digital marketing landscape. The certificate provides a solid foundation in digital strategy, analytics, content creation, and campaign management, preparing students effectively engage audiences and drive results across digital platforms. Students can complete the program in two semesters through a

blend of online and in-person classes. The students also have the flexibility to spread out their coursework to fit their schedules.

Learning Outcomes:

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

Required:

- MKTG 6850 - Analytical Methods in Marketing 3 Credit Hours

Choose 2 of 3:

- MKTG 5810 - Social Media and Online Marketing 3 Credit Hours
- MKTG 5818 - Business Web Design 3 Credit Hours
- MKTG 6815 - Marketing Strategy 3 Credit Hours

Embedded Certificate in Sales and Consumer Research

The Graduate Certificate in Sales and Consumer Research is designed to provide student strategic and technical expertise needed to excel in sales management and consumer rconsumer research area. This certificate offers a foundation in principles, tools, and techniques that empower professionals to understand consumer behavior, optimize engagement, and drive measurable business outcomes. Students can complete the program in two semesters through a blend of online and in-person classes. The students also have the flexibility to spread out their coursework to fit their schedules.

Learning Outcomes:

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

Choose 3 of 4:

- MKTG 5805 - Sales Management 3 Credit Hours

- MKTG 5864 - Consumer Behavior 3 Credit Hours
- MKTG 6815 - Marketing Strategy 3 Credit Hours
- MKTG 6850 - Analytical Methods in Marketing 3 Credit Hours

Department of Accounting and Finance

Roy Richards Sr. Hall • 678-839-6469
https://www.westga.edu/mpacc

Accounting permeates the fabric of modern society. It is the discipline that provides financial information that is necessary for management control, 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 and measure business risk.

An effective accountant must understand tax laws, securities regulations and accounting and auditing standards. Additionally, an effective accountant must understand how to motivate employees, design efficient systems to achieve shareholders' goals, 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 confusing data to those with less familiarity with financial complexities and determine the level of risk in business processes.

Graduate professional education is not just training, skill development, or 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 proficient communication demands.

The MPAcc program serves students graduating from liberal-arts-based B.B.A. programs both at West Georgia and other comparable institutions. In addition, students graduating from non-business degree programs are served. The majority of students are from the local/regional area served by West Georgia. The program also attracts students from outside the University's regional service area, including other states and countries. The program endeavors to attract students with liberal arts degrees. Women and minority candidates are especially encouraged to apply.

The Richards College of Business at the University of West Georgia is accredited by the Association to Advance Collegiate Schools of Business International (AACSB). The undergraduate accounting and MPAcc programs carry the distinction of separate AACSB accreditation as well.

MPAcc Admission Requirements

Applicants to the MPAcc program must hold a bachelor's degree. Admission requires the submission of all undergraduate transcripts. The MPAcc program at the Richards College of Business relies on a competitive admission process. Meeting the requirements does not necessarily guarantee admission into the program.

Admission requirements may be met under any one of the following conditions:

1. An undergraduate accounting degree from an AACSB-accredited institution with an overall GPA of 3.1 or higher (on a scale of 4.0); and an accounting GPA of 3.0 or higher (on a scale of 4.0) based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; OR

2. An undergraduate degree from a non-AACSB-accredited institution with an overall GPA of 3.2 or higher (on a scale of 4.0); and an accounting GPA of 3.5 or higher based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; evaluated on a case-by-case basis by the MPAcc Graduate Admissions Committee.

Note: International students must submit a minimum of 550 paper-based, 213 computer-based, or 79-80 internet-based TOEFL score.

Master of Professional Accounting

Master in Professional Accountancy in Data Analytics, MPAcc

The MPAcc program provides students with a high quality education which prepares them for careers in corporate accounting, public accounting and for entrance into doctoral programs in business and accounting. MPAcc students not only gain technical accounting proficiency, they also prepare to enter the fast-paced business world. Ethics and technology as well as oral and written skills are incorporated into every aspect of the curriculum.

Completion of the MPAcc program satisfies the requirements needed to take the Certified Public Accountant (CPA) examination in the state of Georgia. Combined with an undergraduate degree, the MPAcc also satisfies the educational requirements of 150 total semester hours and 30 hours of upper-level courses needed to obtain certification. Courses completed during the program give students the confidence and technical knowledge needed to successfully complete the outside work experience requirements.

MPAcc Learning Outcomes

- Communicate at a professional level in oral presentations and in writing.
- Identify how globalization affects organizations and their environments.
- Recognize the importance of ethical decision-making.
- Understand the various forms of accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems.

MPAcc Admission Requirements

Applicants to the MPAcc program must hold a bachelor's degree. Admission requires the submission of all undergraduate transcripts. The MPAcc program at the Richards College of Business relies on a competitive admission process. Meeting the requirements does not necessarily guarantee admission into the program.

Admission requirements may be met under any one of the following conditions:

1. An undergraduate accounting degree from an AACSB-accredited institution with an overall GPA of 3.1 or higher (on a scale of 4.0); and an accounting GPA of 3.0 or higher (on a scale of 4.0) based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; OR

2. An undergraduate degree from a non-AACSB-accredited institution with an overall GPA of 3.2 or higher (on a scale of 4.0); and an accounting GPA of 3.5 or higher based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; evaluated on a case-by-case basis by the MPAcc Graduate Admissions Committee.

Note: International students must submit a minimum of 550 paper-based, 213 computer-based, or 79-80 internet-based TOEFL score.

Course Requirements

To obtain a Master of Professional Accounting, a student with a degree in accounting from UWG or an equivalent program must complete ten (10) courses (30 semester hours) beyond the foundation and basic accounting courses.

The program is open to students with undergraduate degrees in accounting as well as students with degrees in fields other than accounting. Foundation and basic accounting courses are required of candidates who have not successfully

completed these courses. The Department of Accounting & Finance Graduate Committee will evaluate transcripts of previous academic work to determine the number, if any, of these courses that will be required.

Foundation Courses (Common body of knowledge)

- ACCT 2101 - Financial Accounting
- ACCT 2102 - Managerial Accounting

All incoming students - with or without an undergraduate accounting degree - will receive access to MBA Math to build or refresh their foundational knowledge in business disciplines outside of accounting. In addition, all students are required to complete the Basic Accounting Courses. A student admitted to the MPAcc program may take any required or selective ACCT-designated graduate course so long as the applicable course prerequisites have been satisfied prior to taking it.

Basic Accounting Courses

- ACCT 3212 - Financial Reporting I
- ACCT 3213 - Financial Reporting II
- ACCT 3232 - Managerial Accounting
- ACCT 3251 - Income Tax Accounting for Individuals
- ACCT 4241 - Accounting Information Systems
- ACCT 4261 - Auditing

MPAcc Courses

- ACCT 6200 - Accounting Innovation through Data Analytics 3 Credit Hours
- ACCT 6233 - Seminar in Cost Accounting 3 Credit Hours
- ACCT 6242 - Strategic Information Systems 3 Credit Hours
- ACCT 6253 - Seminar in Tax Accounting 3 Credit Hours
- ACCT 6263 - Seminar in Auditing 3 Credit Hours
- ECON 5208 - Business Analytics Programming 3 Credit Hours
- ECON 6430 - Business Forecasting 3 Credit Hours
- FINC 6532 - Finance 3 Credit Hours

And two of the following:

Students must take 2 separate 3 hour courses as electives.

- ABED 6100 - Strategic Business Communication 3 Credit Hours
- ACCT 6216 - Seminar in Financial Reporting 3 Credit Hours
- ACCT 6264 - Nonprofit Accounting and Auditing 3 Credit Hours
- ACCT 6265 - Accounting for Sustainability 3 Credit Hours
- ACCT 6285 - Special Problems in Accounting 1.0 - 3.0 Credit Hours
- ACCT 6286 - Internship 1.0 - 3.0 Credit Hours
- CISM 6331 - Strategic Management of Information Technology 3 Credit Hours
- ECON 6461 - International Finance 3 Credit Hours
- ECON 6485 - Special Topics in Economics 3 Credit Hours
- FINC 6542 - Investment Analysis and Portfolio Management 3 Credit Hours
- MKTG 5805 - Sales Management 3 Credit Hours
- MKTG 6820 - International Business Strategy 3 Credit Hours

- MKTG 6881 - Independent Study in Marketing 3 Credit Hours
- MGNT 6675 - Work Practicum 3 Credit Hours *
- MGNT 6685 - Special Problems in Business 3 Credit Hours *
  *Only one of these can be used as an elective.

Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all MPAcc students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses. Only one repeat per course is allowed. The new grade will not replace the previously earned grade; instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog).

All requirements must be completed within six (6) years from the date of matriculation as a graduate student.

Any MPAcc student earning two or more grades, "F" or "WF" -in any combination- during the course of his or her program of study will be subject to dismissal from the program.

Department of Economics

RCOB 1306 • 678-839-6477
http://www.westga.edu/econ/

Master of Science

Applied Business Analytics, M.S.

The MS in Applied Business Analytics at UWG will equip students with the advanced analytical skills needed to succeed in a data driven world. The program will train students in the fundamentals of business intelligence and data analytics and prepare them for jobs as business analysts, business intelligence analysts, data analysts, data engineers, data scientists, data visualization specialists, econometricians, forecasters, and other related positions. Students in the program will learn programming skills, data management skills, and modern statistical methods in a collaborative, project-intensive, hands-on environment. After completing the degree, students will: -be familiar with various programming languages, including Python, R, SAS base 9.4, and SQL, and be proficient in at least one of them -be familiar with various data visualization packages, including SAS Visual Analytics, Tableau, PowerBI, and JMP, and be proficient in at least one of them -be able to perform advanced data analysis and apply modern statistical techniques to solve business problems using large datasets, -be able to communicate data problems and statistical models and results in a professional business manner, and -understand ethical and legal concerns of working with data.

Learning Outcomes:

1. Demonstrate proficiency in a business intelligence application.
2. Demonstrate proficiency in a data visualization package.
3. Apply modern data analytical techniques to address real world problems in industry.
4. Communicate effectively and professionally with data.
5. Understand ethical and legal concerns of working with data.

Graduate Coursework (30 Credit Hours)

Students in the MS in Applied Business Analytics will complete five (5) core courses. Students who choose the Healthcare Analytics, Sports analytics, or Data Intelligence tracks must take four courses within their track and one at-large approved elective from any track. Students who choose the General track must take two courses within the track and three at-large electives from any track.

Required Core Courses (15 Credit Hours)

- CISM 5390 - Business Intelligence and Data Mining 3 Credit Hours
- ECON 5208 - Business Analytics Programming 3 Credit Hours
- ECON 5408 - Advanced Visual Analytics 3 Credit Hours
- ECON 5475 - Applied Econometrics and Analytics 3 Credit Hours
- ECON 6450 - Managerial Economics 3 Credit Hours

Data Intelligence Track Core (15 Credit Hours)

Students will complete MKTG 6868, ECON 6430 and choose two from the remaining courses in the Data Intelligence Track and one at-large elective from any track.

- ECON 6428 - Retail Analytics 3 Credit Hours
- ECON 6430 - Business Forecasting 3 Credit Hours
- MGNT 6604 - Production and Operations Management Fundamentals with Quantitative Applications 3 Credit Hours
- MGNT 6684 - Management Internship 3 Credit Hours
- MKTG 6850 - Analytical Methods in Marketing 3 Credit Hours
- MKTG 6868 - Marketing Models 3 Credit Hours
- CISM 5330 - Enterprise Architecture 3 Credit Hours

Health Care Analytics Track Core (15 Credit Hours)

Students will complete ECON 5415, NURS 6115, and choose two from the remaining courses in the Health Care Analytics Track and one at-large elective from any track.

- ECON 5415 - Healthcare Analytics 3 Credit Hours
- ECON 6415 - Healthcare Economics 3 Credit Hours
- ECON 6430 - Business Forecasting 3 Credit Hours
- MGNT 6684 - Management Internship 3 Credit Hours
- NURS 6104 - Scholarly Inquiry and Data Analysis in Nursing 3 Credit Hours
- NURS 6109 - Informatics, Technology, and Healthcare Outcomes 2-3 (variable credit) Credit Hours
- NURS 6115 - The Business of Healthcare: Financial and Economic Evidence 3 Credit Hours

Sports Analytics Track Core (15 Credit Hours)

Students will complete SPMG 6300, SPMG 6310 and choose two from the remaining courses in the Sports Analytics Track and one at-large elective from any track.

- ECON 6430 - Business Forecasting 3 Credit Hours
- ECON 6460 - Economics of Sports 3 Credit Hours
- MGNT 6684 - Management Internship 3 Credit Hours
- SPMG 6300 - Intro to Sport Analytics 3 Credit Hours
- SPMG 6310 - Big Data & Stat Analysis Sport 3 Credit Hours
- SPMG 6320 - Analytics in Sport Business 3 Credit Hours
- SPMG 6330 - Applied Network Analysis Sport 3 Credit Hours

General Business Track (15 Credit Hours)

Students will choose two courses from the General Track and three at-large electives from any track.

- ECON 5415 - Healthcare Analytics 3 Credit Hours
- ECON 6430 - Business Forecasting 3 Credit Hours
- MKTG 6868 - Marketing Models 3 Credit Hours
- NURS 6115 - The Business of Healthcare: Financial and Economic Evidence 3 Credit Hours
- SPMG 6300 - Intro to Sport Analytics 3 Credit Hours
- SPMG 6310 - Big Data & Stat Analysis Sport 3 Credit Hours

Embedded Certificate

Embedded Certificate in Applied Data Analytics

In the Graduate Certificate in Applied Data Analytics, students learn how to analyze large data sets and apply modern statistical techniques to solve real-world business problems. Students can complete the program in two semesters through a blend of online and in-person classes. The students also have the flexibility to spread out their coursework to fit their schedules.

Learning Outcomes:

1. Demonstrate proficiency in collecting, analyzing, and visualizing enterprise data using programming languages, applying appropriate techniques to support data-driven decision-making in business contexts.
2. Demonstrate the ability to identify, structure, and model decision problems across various business settings, utilizing analytical frameworks and tools to generate actionable insights and support strategic decision-making.

Required

- ECON 5208 - Business Analytics Programming 3 Credit Hours

Choose 2 of 4:

- ECON 5408 - Advanced Visual Analytics 3 Credit Hours
- ECON 5475 - Applied Econometrics and Analytics 3 Credit Hours
- ECON 6430 - Business Forecasting 3 Credit Hours
- MKTG 6868 - Marketing Models 3 Credit Hours

School of Communication, Film, and Media

Bradford L. Yates, Dean

Miller Hall • 678-839-6518
http://www.westga.edu/academics/scfm

Professors:

D. Kay, S. Moon, J. Sewell, B. Yates (Dean)

Associate Professors:

L. Bryant, P. Hadley (Associate Dean), K. Lorenzano, C. Renaud, K. Williams

Assistant Professors:

P. Clinton, C. Joa

Senior Lecturers

M. Conrad (Assistant Dean), A. Will, M. Wilson

The School of Communication, Film, and Media offers a Master of Science in Digital and Social Media Communication, a Bachelor of Science in Film and Video Production, a Bachelor of Science in Mass Communications, a Nexus in Film and Television Production, minors in Communication Studies, Film and Video Production, and Mass Communications, and certificates in Communication in the Workplace and Health Communication.

Master of Science

Digital and Social Media Communication, M.S.

The MS in Digital and Social Media Communication program is one of the first of its kind in the University System of Georgia because it emphasizes digital and social media communication via an online delivery mode. The MS degree is a 100% online program.

The Master of Science in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career or pursue further graduate studies. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment.

Learning Outcomes

1. Create engaging digital and social media content within ethical and legal parameters
2. Apply foundational theories in digital and social media communication
3. Apply effective digital and social media campaign strategies
4. Evaluate metrics and interpret digital and social media analytics
5. Design and execute a rigorous, portfolio-building, capstone project

Admission Requirements

The School of Communication, Film, and Media evaluates applications on a competitive basis and considers application requirements in a holistic manner.

All graduate applicants must complete UWG's online Graduate Application. International applicants are subject to additional requirements and application deadlines. Official transcripts from all schools attended are required and should be sent directly to the UWG Graduate Admissions Office.

Double Wolf - Start Early

The Double Wolf-Start Early Pathway allows outstanding UWG undergraduates to begin earning credit toward the master's degree in Digital and Social Media Communication, while finishing their bachelor's degree through an accelerated program of study. Students can count up to six graduate credit hours toward both degrees.

Minimum Eligibility Requirements for SCFM's Start Early

To apply for SCFM's Start Early, a student must:

Have completed at least 90 credit hours toward a bachelor's degree

Have completed at least 30 hours of the 90 hours of coursework at UWG

Have a UWG GPA of 3.2 or higher

Meet all admissions requirements for the specified graduate program with the exception of the completed undergraduate degree. The student must apply to the graduate program and be accepted in order to take graduate classes as an undergraduate student.

Students applying for the program will not be required to take standardized admissions tests.

Start Early for Mass Communications Undergraduate Majors

Upon completion of the B.S. in Mass Communications with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the M.S. in Digital and Social Media Communication, and the courses taken as an undergraduate will be applied toward the graduate degree.

Below are the graduate courses for which students can receive credit toward both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace.

COMM 6654 - Digital and Social Media Communication Law can replace COMM 4454 - Media Law

COMM 6684 - Research Methods in Digital and Social Media Communication can replace COMM 4484 - Mass Communications Research Methods

COMM 6600 - Digital and Social Media Communication Theories can replace COMM 4600 -

Communication Theory

Program Specific Admittance Guidelines

- Resume/CV (maximum length - two pages)
- Official transcripts from all colleges/universities attended
- Earned baccalaureate degree; 3.0 overall undergraduate GPA or higher preferred (If a student does not meet the GPA requirement for regular admission, the student may be considered for provisional degree admission)
- Two letters of recommendation from individuals who can evaluate the applicant's potential for advanced professional growth through graduate studies in digital and social media communication (electronic recommendation requests will be available in your application after it has been submitted)
- 500-word statement of educational or professional goals
- Portfolio/sample work which demonstrates evidence of professional competence
- Admission is available for fall or spring semester (full-time or part-time)

Program of Study

The M.S. degree in Digital and Social Media Communication requires completion of 30 credit hours of coursework.

Foundational Courses (9 credit hours)

Nine hours of foundational courses provide students the building blocks of graduate study in digital and social media communication in the areas of law, theory, and research.

All students must complete the designated foundational courses.

- COMM 6600 - Digital and Social Media Communication Theories 3 Credit Hours
- COMM 6654 - Digital and Social Media Communication Law 3 Credit Hours
- COMM 6684 - Research Methods in Digital and Social Media Communication 3 Credit Hours

Core Courses (9 credit hours)

Nine hours of core program courses train students in digital and social media communication storytelling, strategies, and analytics and evaluation. The knowledge and skills learned in these courses will be synthesized and applied in a final capstone portfolio project.

All students must complete all core courses in the Digital and Social Media Communication Core.

- COMM 6056 - Digital and Social Media Communication Storytelling 3 Credit Hours
- COMM 6057 - Digital and Social Media Communication Strategies 3 Credit Hours
- COMM 6058 - Digital and Social Media Communication Analytics and Evaluation 3 Credit Hours

Electives (9 credit hours)

Digital and Social Media Communication elective courses are seminar-style courses that provide students the opportunity to explore critical issues and trending topics within digital and social media communication. Students must earn three hours of COMM 6055 Seminar - Topics in Digital and Social Media Communication, and 6 additional hours of digital and social media elective courses (COMM 6055 - Seminar is recommended primary option) or courses selected from graduate courses outside of the Digital and Social Media Communication degree program. Students may take up to six hours of 5000-, 6000-, or 7000-level courses outside the program, as approved by the graduate studies coordinator. COMM 6055 Seminar - Topics in Digital and Social Media Communication is repeatable as topics vary up to nine hours.

- COMM 6055 - Seminar - Topics in Digital and Social Media Communication 3 Credit Hours
- 5xxx/6xxx/7xxx Courses outside of degree program 0-6 hours

Capstone Project (3 credit hours)

The capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital and Social Media Communication program. The project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design. Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice.

Students electing to enroll in COMM 6655 must submit a Capstone Project Prospectus and receive approval before enrolling.

- COMM 6655 - Digital and Social Media Communication Capstone 3 Credit Hours

Tanner Health School of Nursing

Imelda Reyes, DNP, MPH, APRN, FAANP Dean
Tanner Health School of Nursing Building • 678-839-6552
https://www.westga.edu/nursing

Mission Statement

The University of West Georgia, Tanner Health School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision Statement

The Tanner Health School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

Professors:

K. Morales (Associate Dean), I Reyes (Dean)

Associate Professors:

K. Dyar (Assistant Dean), C. Johnson (Experiential Learning Center Assistant Dean), A. Yarbrough (Director of Inquiry and Scholarship)

Assistant Professors:

O. Duah, K. Crawford, Q. Howell (Director of Innovation and Accreditation), S. Jonassen (Assistant Dean), D. Morris (Assistant Dean), S. Robinson-Harris

Master of Science in Nursing

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

The Tanner Health 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. The nursing education track is 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 designed to prepare nurse managers/leaders. All coursework is provided asynchronously and 100% online.

The educational framework of the curriculum is built incorporating The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021). The master's degree program in nursing at the University of West Georgia is

accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Master of Science in Nursing Program Objectives

1. Synthesize established and evolving disciplinary nursing knowledge, ways of knowing, and knowledge from other disciplines, to inform clinical judgement and translate nursing science to guide evidence-based care. **Key Concepts:** Clinical Judgment, Evidence Based Practice (EBP)

2. Design holistic, respectful, evidenced based, person-centered compassionate care including family and significant others, incorporating diversity, equity, and inclusion. **Key Concepts:** Communication, Compassionate Care, Access, Belonging, & Engagement (ABE), Ethics, EBP

3. Integrate population health principles including advocacy, health policy, disaster preparedness, and collaborative partnerships to mitigate social determinants of health and support equitable and just care. **Key Concepts**: Social Determinants of Health (SDoH), ABE, Ethics

4. Engage in scholarship to transform health care through evidence-based nursing practice. **Key Concepts:** EBP, ethics,

5. Develop a just culture through quality improvement at individual and system levels to minimize the risk of harm and support safety. **Key Concepts:** EBP, Health policy, ABE, ethics

6. Create a climate of mutual learning, respect, and shared values through partnerships for quality care delivery. **Key Concepts:** Communication, Compassionate Care, Clinical Judgment

7. Design practices within complex systems that enhance value, access, quality, and cost-effective coordination of resources to provide safe, quality, equitable care to diverse populations. **Key Concepts:** ABE, EBP, SDoH, Communication

8. Utilize information, communication technologies, and informatics processes for ethical decision making to support patients, consumers, and team members in a variety of settings. **Key Concepts:** Communication, Compassionate care, Clinical judgment, Ethics

9. Formulate a sustainable professional nursing identity that reflects professional nursing's characteristics and values to improve the practice environment and health outcomes. **Key Concepts:** Ethics, Health Policy, ABE, Compassionate Care

10. Demonstrate personal, professional, and leadership development to intentionally advance the nursing profession. **Key Concepts:** SDoH, Ethics, Health Policy

Admission Requirements for the MSN Program

Admission is based on several criteria including the following:

Completion of a basic undergraduate statistics course with a grade of C or higher prior to enrollment
Evidence of current licensure as a registered nurse (RN) in the United States must be provided within the application

Earned Bachelor of Science in Nursing (BSN) degree or Masters entry degree or equivalent from an accredited program

Official transcript from each college or university attended

GPA of 3.0 (4.0 scale) for the highest nursing degree

Professional resume

A 200 word or less personal response to the following: Please tell us about a hardship that you have encountered in your educational journey.

Completed applications will be reviewed beginning at the program's priority deadline, and applicants will be notified of their admission status after the deadline has passed. If the program's enrollment capacity has not been reached, applications will continue to be reviewed on a rolling basis until the final deadline or until enrollment capacity is reached, whichever occurs first.

Academic Standards

A minimum grade of B or S is required in all courses in the Master of Science in Nursing (MSN). Students who earn a grade of C, WF, or U in any two courses, or who earn an F in any one course, will be dismissed from the program.

MSN Nursing Curriculum

The Tanner Health 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.

Nurse Educator Track Courses (35 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.

Full Time Schedule

Semester 1 - (Fall - 7 semester hrs)

- NURS 6900 - Scholarly Writing 1 Credit Hours
- NURS 6201 - Theoretical Perspectives of Nursing Science 3 Credit Hours
- NURS 6202 - The Professional Caring Leader 3 Credit Hours

Semester 2 - (Spring - 9 semester hrs)

- NURS 6206 - Pathophysiology and Pharmacology 3 Credit Hours
- NURS 6204 - Scholarship Advancement and Integration for Nursing Practice 3 Credit Hours
- NURS 6208 - Population Health for Equitable Outcomes 3 Credit Hours

Semester 3 - (Summer - 6 semester hrs)

- NURS 6203 - Physical Assessment and Health Promotion 3 Credit Hours

- NURS 6209 - Informatics and Healthcare Technology 3 Credit Hours

Semester 4 - (Fall - 8 semester hrs)

- NURS 6205 - Advocacy for Health Policy, Safety, and Quality Improvement 3 Credit Hours
- NURS 6210 - Teaching & Evaluation in Nursing Education 3 Credit Hours
- NURS 6211 - Nurse Educator Practicum I 2 Credit Hours

Semester 5 - (Spring - 5 semester hrs)

- NURS 6212 - Nurse Educator Practicum II 2 Credit Hours
- NURS 6213 - Course & Curriculum Design in Nursing Education 3 Credit Hours

Part Time Schedule

Semester 1 - (Fall - 4 semester hrs)

- NURS 6900 - Scholarly Writing 1 Credit Hours
- NURS 6202 - The Professional Caring Leader 3 Credit Hours

Semester 2 - (Spring - 6 semester hrs)

- NURS 6204 - Scholarship Advancement and Integration for Nursing Practice 3 Credit Hours
- NURS 6206 - Pathophysiology and Pharmacology 3 Credit Hours

Semester 3 - (Summer - 3 semester hrs)

- NURS 6209 - Informatics and Healthcare Technology 3 Credit Hours

Semester 4 - (Fall - 6 semester hrs)

- NURS 6201 - Theoretical Perspectives of Nursing Science 3 Credit Hours
- NURS 6205 - Advocacy for Health Policy, Safety, and Quality Improvement 3 Credit Hours

Semester 5 - (Spring - 3 semester hrs)

- NURS 6208 - Population Health for Equitable Outcomes 3 Credit Hours

Semester 6 - (Summer - 3 semester hrs)

- NURS 6203 - Physical Assessment and Health Promotion 3 Credit Hours

Semester 7 - (Fall - 5 semester hrs)

- NURS 6210 - Teaching & Evaluation in Nursing Education 3 Credit Hours
- NURS 6211 - Nurse Educator Practicum I 2 Credit Hours

Semester 8 - (Spring - 5 semester hrs)

- NURS 6212 - Nurse Educator Practicum II 2 Credit Hours
- NURS 6213 - Course & Curriculum Design in Nursing Education 3 Credit Hours

Health Systems Leadership Track Courses, Leader/Manager (35 hours)

The Leader/Manager track is a program of study designed to increase knowledge and skills needed to succeed in a variety of nursing leadership positions within the evolving healthcare environment. Courses focus on nursing leadership/ management, managed care, outcome measurement, patient safety, quality improvement, cost effectiveness, patient-centered care and implementing change in the health delivery system.

Full Time Schedule

Semester 1 - (Fall - 7 semester hrs)

- NURS 6900 - Scholarly Writing 1 Credit Hours
- NURS 6201 - Theoretical Perspectives of Nursing Science 3 Credit Hours
- NURS 6202 - The Professional Caring Leader 3 Credit Hours

Semester 2 - (Spring - 9 semester hrs)

- NURS 6204 - Scholarship Advancement and Integration for Nursing Practice 3 Credit Hours
- NURS 6206 - Pathophysiology and Pharmacology 3 Credit Hours
- NURS 6208 - Population Health for Equitable Outcomes 3 Credit Hours

Semester 3 - (Summer - 6 semester hrs)

- NURS 6203 - Physical Assessment and Health Promotion 3 Credit Hours
- NURS 6209 - Informatics and Healthcare Technology 3 Credit Hours

Semester 4 - (Fall - 8 semester hrs)

- NURS 6205 - Advocacy for Health Policy, Safety, and Quality Improvement 3 Credit Hours
- NURS 6217 - Leader/Manager Health Systems Leadership Roles 1 3 Credit Hours
- NURS 6219 - Leader/Manager Health Systems Leadership Practicum I 2 Credit Hours

Semester 5 - (Spring - 5 semester hrs)

- NURS 6218 - Leader/Manager Health Systems Leadership Roles II 3 Credit Hours
- NURS 6220 - Leader/Manager Health Systems Leadership Practicum II 2 Credit Hours

Part Time Schedule

Semester 1 - (Fall - 4 semester hrs)

- NURS 6900 - Scholarly Writing 1 Credit Hours
- NURS 6202 - The Professional Caring Leader 3 Credit Hours

Semester 2 - (Spring - 6 semester hrs)

- NURS 6204 - Scholarship Advancement and Integration for Nursing Practice 3 Credit Hours
- NURS 6206 - Pathophysiology and Pharmacology 3 Credit Hours

Semester 3 - (Summer - 3 semester hrs)

- NURS 6209 - Informatics and Healthcare Technology 3 Credit Hours

Semester 4 - (Fall - 6 semester hrs)

- NURS 6201 - Theoretical Perspectives of Nursing Science 3 Credit Hours
- NURS 6205 - Advocacy for Health Policy, Safety, and Quality Improvement 3 Credit Hours

Semester 5 - (Spring - 3 semester hrs)

- NURS 6208 - Population Health for Equitable Outcomes 3 Credit Hours

Semester 6 - (Summer - 3 semester hrs)

- NURS 6203 - Physical Assessment and Health Promotion 3 Credit Hours

Semester 7 - (Fall - 5 semester hrs)

- NURS 6217 - Leader/Manager Health Systems Leadership Roles 1 3 Credit Hours
- NURS 6219 - Leader/Manager Health Systems Leadership Practicum I 2 Credit Hours

Semester 8 - (Spring - 5 semester hrs)

- NURS 6218 - Leader/Manager Health Systems Leadership Roles II 3 Credit Hours
- NURS 6220 - Leader/Manager Health Systems Leadership Practicum II 2 Credit Hours

Health Systems Leadership Track Courses, Clinical Nurse Leader (35 hours)

The Clinical Nurse Leader is a program of study that prepares nurses for the CNL role as developed by the American Association of Colleges of Nursing (AACN, 2003). A CNL is a generalist who provides and manages care at the point of service by coordinating, delegating and supervising care activities provided by the health care team, which includes licensed nurses, technicians and other professionals. The CNL assumes accountability for client care outcomes by assimilating evidence-based information and using it to design, implement and evaluate care. Courses focus on patient-centered care, evidence-based practice, pharmacology, client-care coordination, holistic health assessment, care of diverse populations, health policy, health systems, business and economics, statistics, leadership/management, quality improvement, risk management and public/community health.

Full Time Schedule

Semester 1 - (Fall - 7 semester hrs)

- NURS 6900 - Scholarly Writing 1 Credit Hours
- NURS 6201 - Theoretical Perspectives of Nursing Science 3 Credit Hours
- NURS 6202 - The Professional Caring Leader 3 Credit Hours

Semester 2 - (Spring - 9 semester hrs)

- NURS 6204 - Scholarship Advancement and Integration for Nursing Practice 3 Credit Hours
- NURS 6206 - Pathophysiology and Pharmacology 3 Credit Hours
- NURS 6208 - Population Health for Equitable Outcomes 3 Credit Hours

Semester 3 - (Summer - 6 semester hrs)

- NURS 6203 - Physical Assessment and Health Promotion 3 Credit Hours
- NURS 6209 - Informatics and Healthcare Technology 3 Credit Hours

Semester 4 - (Fall - 8 semester hrs)

- NURS 6205 - Advocacy for Health Policy, Safety, and Quality Improvement 3 Credit Hours
- NURS 6222 - CNL Health Systems Leader Practicum 1 2 Credit Hours
- NURS 6224 - CNL Health Systems Leader Principles 3 Credit Hours

Semester 5 - (Spring - 8 semester hrs)

- NURS 6223 - CNL Health Systems Leader Practicum II 2 Credit Hours
- NURS 6225 - CNL Health Systems Leadership Seminar 3 Credit Hours

Part Time Schedule

Semester 1 - (Fall - 4 semester hrs)

- NURS 6900 - Scholarly Writing 1 Credit Hours
- NURS 6202 - The Professional Caring Leader 3 Credit Hours

Semester 2 - (Spring - 6 semester hrs)

- NURS 6204 - Scholarship Advancement and Integration for Nursing Practice 3 Credit Hours
- NURS 6206 - Pathophysiology and Pharmacology 3 Credit Hours

Semester 3 - (Summer - 3 semester hrs)

- NURS 6209 - Informatics and Healthcare Technology 3 Credit Hours

Semester 4 - (Fall - 6 semester hrs)

- NURS 6201 - Theoretical Perspectives of Nursing Science 3 Credit Hours
- NURS 6205 - Advocacy for Health Policy, Safety, and Quality Improvement 3 Credit Hours

Semester 5 - (Spring - 3 semester hrs)

- NURS 6208 - Population Health for Equitable Outcomes 3 Credit Hours

Semester 6 - (Summer - 3 semester hrs)

- NURS 6203 - Physical Assessment and Health Promotion 3 Credit Hours

Semester 7 - (Fall - 5 semester hrs)

- NURS 6222 - CNL Health Systems Leader Practicum 1 2 Credit Hours
- NURS 6224 - CNL Health Systems Leader Principles 3 Credit Hours

Semester 8 - (Fall - 8 semester hrs)

- NURS 6223 - CNL Health Systems Leader Practicum II 2 Credit Hours
- NURS 6225 - CNL Health Systems Leadership Seminar 3 Credit Hours

Doctorate in Education

Doctorate in Nursing Education, Ed.D.

The Doctorate in Nursing Education program is designed to prepare nurse educators for the 21st century. Competencies include the knowledge and skills in theoretical and analytic approaches to the discovery and application of knowledge in nursing education. The core competencies reflect the Core Competencies of Nurse Educators by the National League for Nursing (2012). No such programs exist in Georgia and only a few exist in the nation.

The program is offered 100 percent online and includes a total of 60 semester hours. A two-day, virtual orientation seminar will introduce learners to key components of the doctoral program. Through structured activities and facilitator-guided dialogue, learners will gain an understanding of the doctoral program goals, structure, and culture. Students will develop strategies for successfully engaging in doctoral learning and building an effective doctoral community. Classroom instruction will be delivered primarily through asynchronous communication. Communication between professor and students will be promoted within the university's course management system.

Ed.D. Program Objectives

1. Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.
2. Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.
3. Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.
4. Advance the scholarship of nursing education.
5. Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.

Admission Requirements for the Doctorate in Nursing Education

- Earned Masters of Science in Nursing (MSN) degree from an accredited institution.
- G.P.A. of 3.0 (4.0 scale) for all graduate nursing courses.
- Official transcript from **each** college or university attended.
- Three letters of recommendation from individuals who are knowledgeable of the applicant's professional and academic abilities.
- Sample of academic writing.
- Evidence of current licensure as a registered nurse (RN) in the United States.

- Professional resume.

Online Degree and Certification Programs may not be available in all states.

Online Degree and Certificate Programs may not be available in all states. If you are an out-of-state student, please contact Meggie Miller, the Director of Distance Education, to confirm that the program is available in your state. On the State Regulations page, we make every effort to help you locate the best known contact information for the appropriate state licensing board(s). Once you have confirmed that the EdD program is available in your state, please contact the Tanner Health System School of Nursing Graduate Studies Associate, office #678-839-5115, as the requirement of additional faculty licenses may be necessary to accommodate out of state students. Currently, only residents with Compact States (eNLC) are eligible for practicum requirements of the program. Please check the NCSBN Enhanced Nursing Licensure Compact (eNLC) Implementation site for individual state status. A review of applications is continuous through the year. The cohort of students for the EdD in Nursing Education program begins classes each Fall semester.

Curriculum Full Time Plan of Study (60 Credit Hours) Beginning Fall 2026

Semester 1 - (Fall - 10 semester hrs)

- NURS 9001 - Current Trends and Issues in Nursing Education 3 Credit Hours
- NURS 9004 - Teaching the Adult Learner 3 Credit Hours
- NURS 9005 - Nursing Theory in Nursing Education 3 Credit Hours
- NURS 6900 - Scholarly Writing 1 Credit Hours
  OR
- NURS 9900 - Ed.D. Scholarly Writing 1 Credit Hours

Semester 2 - (Spring - 6 semester hrs)

- NURS 9002 - Quantitative Research in Nursing 3 Credit Hours
- NURS 9007 - Applied Statistical Methods in Nursing 3 Credit Hours

Semester 3 -(Summer - 5 semester hrs)

- NURS 9006 - Educational and Healthcare Policy Analysis 2 Credit Hours
- NURS 9008 - Theoretical and Philosophical Foundations of Education 3 Credit Hours

Semester 4 - (Fall - 9 semester hrs)

- NURS 9003 - Principles of Qualitative Inquiry: Design and Methods 3 Credit Hours
- NURS 9009 - Curriculum: Theory and Practice 3 Credit Hours
- NURS 9011 - Ethics in Nursing Education 3 Credit Hours

Semester 5 - (Spring - 9 semester hrs)

- NURS 9012 - Nursing Education Synthesis 3 Credit Hours
- NURS 9016 - Distance Education in Nursing 3 Credit Hours
- NURS 9018 - Advanced Research Methods 3 Credit Hours

Semester 6 - (Summer - 6 semester hrs)

- NURS 9013 - Nursing Education Leadership for Diversity for the 21st century 3 Credit Hours
- NURS 9014 - Methodology Development 3 Credit Hours

Semester 7 - (Fall - 3 semester hrs)

- NURS 9019 - Comprehensive Exam 3 Credit Hours

Semester 8 - (Spring - 3-4 semester hrs)

- NURS 9015 - Dissertation 1.0 - 4.0 Credit Hours
  OR
- NURS 9020 - Developing the Nursing Dissertation Proposal 3-4 Credit Hours

Semester 9 - (Summer - 3 semester hrs)

- NURS 9015 - Dissertation 1.0 - 4.0 Credit Hours
  OR
- NURS 9020 - Developing the Nursing Dissertation Proposal 3-4 Credit Hours

Semester 10 - (Fall - 3-4 semester hrs)

- NURS 9015 - Dissertation 1.0 - 4.0 Credit Hours
  OR
- NURS 9021 - Applied Nursing Inquiry: Dissertation Research Implementation 3-4 Credit Hours

Semester 11 - (Spring - 3-4 semester hrs)

- NURS 9015 - Dissertation 1.0 - 4.0 Credit Hours
  OR
- NURS 9022 - Advanced Nursing Inquiry: Dissertation Completion 3-4 Credit Hours

Curriculum Part-Time Plan of Study (60 Credit Hours) Beginning Fall 2026

Semester 1 - (Fall - 7 semester hrs)

- NURS 9001 - Current Trends and Issues in Nursing Education 3 Credit Hours
- NURS 9005 - Nursing Theory in Nursing Education 3 Credit Hours
- NURS 6900 - Scholarly Writing 1 Credit Hours
  OR
- NURS 9900 - Ed.D. Scholarly Writing 1 Credit Hours

Semester 2 - (Spring - 6 semester hrs)

- NURS 9002 - Quantitative Research in Nursing 3 Credit Hours
- NURS 9007 - Applied Statistical Methods in Nursing 3 Credit Hours

Semester 3 - (Summer - 5 semester hrs)

- NURS 9006 - Educational and Healthcare Policy Analysis 2 Credit Hours

- NURS 9008 - Theoretical and Philosophical Foundations of Education 3 Credit Hours

Semester 4 - (Fall - 6 semester hrs)

- NURS 9004 - Teaching the Adult Learner 3 Credit Hours
- NURS 9003 - Principles of Qualitative Inquiry: Design and Methods 3 Credit Hours

Semester 5 - (Spring - 3 semester hrs)

- NURS 9016 - Distance Education in Nursing 3 Credit Hours

Semester 6 (Summer - 3 semester hrs)

- NURS 9013 - Nursing Education Leadership for Diversity for the 21st century 3 Credit Hours

Semester 7 - (Fall - 6 semester hrs)

- NURS 9009 - Curriculum: Theory and Practice 3 Credit Hours
- NURS 9011 - Ethics in Nursing Education 3 Credit Hours

Semester 8 - (Spring - 6 semester hrs)

- NURS 9012 - Nursing Education Synthesis 3 Credit Hours
- NURS 9018 - Advanced Research Methods 3 Credit Hours

Semester 9 - (Summer - 3 semester hrs)

- NURS 9014 - Methodology Development 3 Credit Hours

Semester 10 - (Fall - 3 semester hrs)

- NURS 9019 - Comprehensive Exam 3 Credit Hours

Semester 11 - (Spring - 3 semester hrs)

- NURS 9015 - Dissertation 1.0 - 4.0 Credit Hours
  OR
- NURS 9020 - Developing the Nursing Dissertation Proposal 3-4 Credit Hours

Semester 12 - (Summer - 3 semester hrs)

- NURS 9015 - Dissertation 1.0 - 4.0 Credit Hours
  OR
- NURS 9020 - Developing the Nursing Dissertation Proposal 3-4 Credit Hours

Semester 13 - (Fall - 3 semester hrs)

- NURS 9015 - Dissertation 1.0 - 4.0 Credit Hours

OR

- NURS 9021 - Applied Nursing Inquiry: Dissertation Research Implementation 3-4 Credit Hours

Semester 14 - (Spring - 3 semester hrs)

- NURS 9015 - Dissertation 1.0 - 4.0 Credit Hours
  OR
- NURS 9022 - Advanced Nursing Inquiry: Dissertation Completion 3-4 Credit Hours

University College

Karen Owen, Dean

https://www.westga.edu/university-college

University College equips every student at the University of West Georgia (UWG) to become successful both academically and professionally. Our faculty and staff encourage and support every student to choose his or her pathway to success. University College empowers every student and supports every college and school at UWG.

University College serves as the home for academic and student support units including Academic Transition Programs, the Department of Academic Excellence (i.e., Center for Academic Success and University Advising), and the Department of Multicultural Achievement.

University College also includes academic programs and departments, including the the Department of General Education, which houses First-Year Writing and First-Year Mathematics, and the Department of Interdisciplinary Studies which houses the degree program in Interdisplinary Studies

Department of General Education

The Department of General Education works to provide students with an outstanding academic foundation. General Education faculty intend for students to graduate not only with essential reading, writing and quantitative skills, but also with the excitement of academic discovery in a variety of disciplines, a strong foundation in critical reasoning and a firm grounding in ethics. The educational purpose of the general education department is also to provide a diverse student body with opportunities to achieve academically, creatively, and professionally in their chosen fields.

Department of Interdisciplinary Studies

The Department of Interdisciplinary Studies (IDS) endeavors to catalyze, promote, and support modes of inquiry and learning at UWG that cross traditional disciplinary boundaries. It serves this mission in two primary ways: First, by assisting and providing administrative oversight in efforts to infuse and strengthen interdisciplinarity in the curriculum, including the development of new XIDS courses and interdisciplinary degree programs, coordinating the assessment of XIDS courses in the core curriculum, and supporting existing interdisciplinary majors and minors, including the Bachelor of Interdisciplinary Studies (BIS), and minors in Africana Studies, Asian Studies, Classical Studies, Film Studies, Gender and Sexuality Studies, Latin American Studies, and Women's Studies. Second, the Interdisciplinary Studies Department manages and administers the Bachelor of Interdisciplinary Studies, including coordinating the advising and mentoring of BIS majors, managing individualized degree plans, coordinating with academic programs and departments to offer interdisciplinary pathways in Film, Forensic Science & Investigation, Natural Resources Management, Data Science, Religion, Gaming, and Creative Writing, and Materials Science, Public Management and Society, Public Service, Music and Industry, Music and Wellness, and Social Entrepreneurship, offering the introductory (XIDS 2000), theory and methods (XIDS 3000), and capstone (XIDS 4000) courses required by the Interdisciplinary Studies major, and supporting IDS majors in undertaking and presenting their capstone projects.

Academic Transition Programs

University College is home to several of the university's high-impact practices aimed to help foster the success of first-year students, including:

- First-Year Seminar (XIDS 2002, 2 credits: Institutional Priority): A course intended to assist in students' intellectual transition to UWG.
- Learning Communities: Communities of 22 or more students that take blocks of courses together around a theme (e.g. Film).
- Living-Learning Communities: Communities of 22 or more students that take blocks of courses together and share a residential community.

University College also houses the academic support unit: the Department of Student Success which includes the Center for Academic Success, University Advising, the University Writing Center, and the STEM Tutoring Center.

Department of Academic Excellence

https://www.westga.edu/academics/university-college/academic-excellence/index.php

We specialize in providing students with the keys to be successful college students. We house the Center for Academic Success and the Advising Center, where students go to receive advice throughout their academic advancement.

Center for Academic Success

Ingram Library 3rd floor

The Center for Academic Success seeks to be a resource for students who want to be successful learners. The Center offers Peer Tutoring, Supplemental Instruction, Academic Coaching, Success workshops, and a number of employment opportunities for students.

University Advising

https://www.westga.edu/student-services/advising/index.php

University Advising supports students in their path to graduation by delivering information regarding advising and registration, providing appropriate course recommendations to keep students on track, and teaching students to use the tools for self-advisement that the University of West Georgia offers. To ensure students both maximize their use of UWG's structures and resources and make timely progress through their degree requirements, all students are required to meet with their academic advisor each semester prior to registration.

University Advising - advising@westga.edu

The University Writing Center

Carrollton Campus, Boyd 205 / The Shell-Coggin Writing Center, Newnan Campus Room 102

www.westga.edu/writing

The University Writing Center (UWC) works to assist individuals within the UWG community in their pursuit to become better writers, thinkers, and scholars. The UWC offers assistance to writers from all disciplines at any level and is staffed by faculty and graduate writing consultants who provide guidance on a variety of writing-related concerns.

Department of Multicultural Achievement

www.westga.edu/dma

The Department of Multicultural Achievement encourages UWG students by providing academic and cultural support, professional development, mentorship, and leadership skills. DMA is designed to help you start college with connections and support already in place. From your first day on campus, you become part of a community that is dedicated to helping you succeed. We're here to build your confidence, connect you to the university, and support you every step of the way. At UWG you don't have to figure everything out on your own. We'll be with you as you navigate your college experience.

Course Descriptions

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

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

ACCT 6200 - Accounting Innovation through Data Analytics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will focus on selected data wrangling, data analytics, and data visualization techniques in accounting. In addition, the impact of data analytics techniques on financial accounting, international accounting, and selected environmental, social, and governance (ESG) issues will be explored.

ACCT 6216 - Seminar in Financial Reporting
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: ACCT 6232 with a minimum grade of C or ACCT 3232 with a minimum grade of C
Designed for the student with past exposure to cost accounting concepts/applications. The course emphasizes research of the current topics affecting the information providing function of the managerial accounting process. Ethical issues are emphasized.

ACCT 6242 - Strategic Information Systems
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A study of the identification and modeling of business processes and analysis and design of accounting information systems for business processes.

ACCT 6253 - Seminar in Tax Accounting
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

ACCT 6264 - Nonprofit Accounting and Auditing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6265 - Accounting for Sustainability
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: ACCT 2101, ACCT 2102
An examination of how environmental, social, and governance (ESG) performance measures can be used by organizations interested in accounting for sustainability. Emphasis is placed upon how sustainability can help investors, creditors, and other stakeholders distinguish between companies operating efficiently and those which are not. A research paper is required.

ACCT 6285 - Special Problems in Accounting
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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

ACCT 6286 - Internship
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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

Anthropology
(All courses carry three hours credit.)

ANTH 5102 - Archaeological Field Research
(0 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

ANTH 5130 - Medical Anthropology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides a general introduction to concepts in medical anthropology, considering health, illness and healing from a biocultural standpoint. Topics covered include cross-cultural understandings of mental and physical health issues, global perspectives on health, and careers in medical anthropology.

ANTH 5132 - Human Life Cycle in Cross-Cultural Perspective
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

ANTH 5170 - Myth, Magic and Religion

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A comparative and cross-cultural approach to religious systems and theories on the anthropology of religion.

ANTH 5175 - Ethnohistory
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: ANTH 1102 or ANT 101
This course offers a broad introduction to issues of social organization and social differentiation. It will examine various theories in assessing the nature of social order and disorder. Kinship, marriage, ethnicity and class will be among the topics studied as factors of organization. Consideration of age and aging will be given special emphasis in the latter portion of the course.

ANTH 5181 - Cultural Resources Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 5190 - Modern Shamanism
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A survey/research class on the contemporary practice of shamanism as a cross-cultural system of divination, healing, and prophecy, foundational to the practice of religion and healing in most cultures. Using examples from traditional small-scale indigenous and rural societies to the transposition of shamanism into Western urban cultures/subcultures, we examine the rationale, development, and adaptive practice of shamanism (e.g., altered states of consciousness and the use of shamanic tools and movements) as part of the wider cultural context of faith and healing. In their class research, graduate students will focus on the practice and application of shamanism in Western, non-indigenous societies.

ANTH 5885 - Special Topics in Anthropology
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

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

ANTH 5900 - Directed Readings
(0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 1-4 Credit Hours)

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

ANTH 6103 - Field Methods in Cultural Resources Management
(0 Lecture Hours 8 Lab Hours 4 Credit Hours)

Direct participation in a Cultural Resource Assessment Survey (CRAS) project. Instruction in archaeological survey, mapping, and excavation techniques specifically used in cultural resource management. Additional training in crew supervision, in-field curatorial techniques, and technical report writing.

ANTH 6175 - Southeastern Archaeology & Ethnohistory
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An in-depth seminar covering the different cultural traditions and temporal periods of Southeastern North America. Particular attention is focused on the relationship between different archaeological practices and the development of archaeological knowledge.

ANTH 6881 - Independent Study in Anthropology
(1-4 Lecture Hours 0 Lab Hours 1-4 Credit Hours)

Title and description of the type of independent study to be offered will be specified on the variable credit form at time of registration. May be repeated for up to 8 hours for credit.

ANTH 6885 - Special Topics in Anthropology
(1-4 Lecture Hours 0 Lab Hours 1-4 Credit Hours)

Special topics in cultural anthropology, linguistic anthropology, physical anthropology or archaeology at the graduate level.

ANTH 7885 - Special Topics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Individual topics in anthropology.

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

ART 5000 - Graduate Drawing
(0 Lecture Hours 2.0 - 12.00 Lab Hours 1.0 - 6.0 Credit Hours)

Graduate Drawing facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in drawing and as such this course is repeatable and progressive up to 12 hours.

ART 5005 - Graduate Life Drawing
(0 Lecture Hours 2.0 - 12.0 Lab Hours 1.0 - 6.0 Credit Hours)

Graduate Life Drawing facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in life drawing and as such this course is repeatable and progressive up to 12 hours.

ART 5007 - Graduate Digital Media
(0 Lecture Hours 6 Lab Hours 3 Credit Hours)

Graduate Digital Media for Artists is a graduate level course focusing on personal promotion and professionalism via a digital and online presence. Through research and class discussions, students will identify a larger community of artists that appeals to the individual and strategize how to join that larger discourse in the arts. Discussions will focus on the aesthetics of design and design as a process.

ART 5200 - The Art of Greece and Rome
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

ART 5201 - History of Non-Western Art
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

ART 5220 - Museum Seminar
(3.0 - 4.0 Lecture Hours 0 Lab Hours 3.0 - 4.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 2.0 - 12.0 Lab Hours 1.0 - 6.0 Credit Hours)

Graduate Life Drawing facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in life drawing and as such this course is repeatable and progressive up to 12 hours.

ART 5405 - Graduate Graphic Design
(0 Lecture Hours 2.0 - 6.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 2.0 - 6.0 Lab Hours 1.0 - 3.0 Credit Hours)

Prerequisites: Admission to the program or with the permission of the Art Program Coordinator.
Graduate Painting facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in painting and as such this course is repeatable and progressive up to 12 hours.

ART 5705 - Graduate Photography
(0 Lecture Hours 2.0 - 6.0 Lab Hours 1.0 - 3.0 Credit Hours)

Graduate Photography facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in photography and as such this course is repeatable and progressive up to 12 hours.

ART 5805 - Graduate Printmaking
(0 Lecture Hours 2.0 - 12.0 Lab Hours 1.0 - 6.0 Credit Hours)

Graduate Printmaking facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in printmaking and as such this course is repeatable and progressive up to 12 hours.

ART 5825 - Graduate Papermaking and Book Arts
(0 Lecture Hours 2.0 - 6.0 Lab Hours 1.0 - 3.0 Credit Hours)

Traditional and contemporary methods of papermaking and book arts as an art form.

ART 5905 - Graduate Sculpture
(0 Lecture Hours 2.0 - 12.0 Lab Hours 1.0 - 6.0 Credit Hours)

Graduate Sculpture facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours.

ART 5985 - Special Topics
(0 Lecture Hours 2.0 - 6.0 Lab Hours 1.0 - 3.0 Credit Hours)

Individual studio problems at the graduate level in various topics or media relevant to the student's special interest and competence.

ART 6000 - Advanced Graduate Drawing
(0 Lecture Hours 2-12 Lab Hours 1-6 Credit Hours)

Prerequisites: ART 5000 or permission of the instructor.
Advanced Graduate Drawing facilitates advanced investigations in drawing and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

ART 6001 - Professional Practices and Pedagogy
(1 Lecture Hours 0 Lab Hours 1 Credit Hours)

A graduate seminar exploring professional development skills including grant writing, contracts, residencies, and exhibitions; and investigations in pedagogy, curricular development, instruction and assessment. This course will be taken each semester during the graduate students first year. Repeatable for up to 2 credit hours

ART 6002 - Professional Practices and Pedagogy II
(1 Lecture Hours 0 Lab Hours 1 Credit Hours)

Prerequisites: Successful completion of ART 6078
A graduate seminar course which further explores professional development skills including grant writing, contracts, residencies, and exhibitions; and investigations in pedagogy, curricular development, instruction and assessment. This course will be taken each semester during the graduate's final year. Repeatable for up to 2 credit hours.

ART 6005 - Advanced Graduate Life Drawing
(0 Lecture Hours 2.0-12.0 Lab Hours 1.0-6.0 Credit Hours)

Prerequisites: ART 5005 or permission of the instructor.
Advanced Graduate Life Drawing facilitates advanced investigations in life drawing and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099 .

ART 6078 - Graduate Mid-Program Review
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

Prerequisites: Successful completion of 2 credits hours in ART 6001 .
The course serves as the mid-program review for the Master of Fine Art Degree, and should be completed in the graduate student's fourth semester.

ART 6086 - Graduate Internship
(0 Lecture Hours 3.0 - 9.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

ART 6150 - Art Education Prospectus
(1 Lecture Hours 0 Lab Hours 1 Credit Hours)

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 Lecture Hours 0 Lab Hours 1 Credit Hours)

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 Lecture Hours 0 Lab Hours 1 Credit Hours)

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.

ART 6305 - Advanced Graduate Ceramics
(0 Lecture Hours 2.0-12.0 Lab Hours 1.0-6.0 Credit Hours)

Prerequisites: ART 5305 or permission of the instructor.
Advanced Graduate Ceramics facilitates advanced investigations in ceramics and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099 .

ART 6605 - Advanced Graduate Painting
(0 Lecture Hours 2.0-12.0 Lab Hours 1.0-6.0 Credit Hours)

Prerequisites: ART 5605 or permission of instructor
Advanced Graduate Painting facilitates advanced investigations in painting and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099 .

ART 6705 - Advanced Graduate Photography
(0 Lecture Hours 2.0-12.0 Lab Hours 1.0-6.0 Credit Hours)

Prerequisites: ART 5705 or permission of instructor
Advanced Graduate Photography facilitates advanced investigations in photography and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099 .

ART 6805 - Advanced Graduate Printmaking
(0 Lecture Hours 2.0-12.0 Lab Hours 1.0-6.0 Credit Hours)

Prerequisites: ART 5805 or permission of instructor
Advanced Graduate Printmaking facilitates advanced investigations in printmaking and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099 .

ART 6905 - Advanced Graduate Sculpture
(0 Lecture Hours 2.0-12.0 Lab Hours 1.0-6.0 Credit Hours)

Prerequisites: ART 5905 or permission of instructor
Advanced Graduate Sculpture facilitates advanced investigations in sculpture and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099 .

ART 7099 - Graduate Thesis
(1 Lecture Hours 1 Lab Hours 2 Credit Hours)

Prerequisites: Successful completion of ART 6078
The course is the culminating experience for the Masters of Fine Art degree. The thesis exhibition will be completed to the satisfaction of the MFA candidate's thesis committee. A written component as specified by MFA candidate's discipline(s) and/or thesis committee to document the research conducted and the implications of the findings to the field of visual art. ART 7099 is a two credit hour course.

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

BIOL 5130 - Climate Change Biology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course examines the impacts of climate change on living organisms, biological communities and ecosystems. The course focuses on what is known and what is not known, about the ways in which the suite of changing climate variables influence biological systems

BIOL 5241 - Entomology

(3 Lecture Hours 3 Lab Hours 4 Credit Hours)

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 Lecture Hours 3 Lab Hours 4 Credit Hours)

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 Lecture Hours 3 Lab Hours 4 Credit Hours)

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

BIOL 5266 - Conservation Genetics
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

This course examines the theoretical foundations of conservation genetics and the methodologies used to sample, quantify, and analyze genetic diversity within natural populations. Emphasis is placed on applying genetic data to the management, conservation, and recovery of plant and animal species.

BIOL 5315 - Bacterial Genetics
(3 Lecture Hours 3 Lab Hours 4 Credit Hours)

Bacterial Genetics is an advanced microbiology course which focuses on the molecular genetics of the bacterium Escherichia coli. Topics addressed include the nature of the bacterial chromosome, the multi-step process of DNA replication, DNA damaging agents and mutations, DNA repair systems, mechanisms of gene transfer and antibiotic resistance, and the regulation of gene expression. The laboratory component reinforces concepts learned in lecture and familiarizes students with modern techniques used in genetic engineering and biotechnology.

BIOL 5321 - Applied and Environmental Microbiology
(3 Lecture Hours 3 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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. 3

BIOL 5411 - Scientific Communication
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

BIOL 5424 - Wildlife Habitat Ecology
(3 Lecture Hours 3 Lab Hours 4 Credit Hours)

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 5425 - Fire Ecology
(3 Lecture Hours 3 Lab Hours 4 Credit Hours)

This is a field-based course in fire ecology concepts and techniques of the Southeast. Hands-on lessons address the use of prescribed fire to benefit ecosystems and cover safety, weather, fuel, firing techniques and smoke management. Students will write a prescribed burn plan and participate in several burn events outside of regular class time.

BIOL 5427 - Conservation Biology
(3 Lecture Hours 3 Lab Hours 4 Credit Hours)

Conservation biology is an interdisciplinary field with the main goal of preserving biodiversity. Course topics will cover ecosystem services, major threats, solutions, and policies related to biodiversity and endangered species. Students will apply their knowledge by conducting a local conservation research project and communicating their findings.

BIOL 5430 - Wildlife Techniques
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

This hands-on, field-based course introduces techniques used by managers and researchers when working with wildlife including birds, mammals, reptiles, and amphibians. Major course topics cover wildlife classification and taxonomy, map and compass navigation, animal capture and handling, sex and age determination, invasive and noninvasive marking, remote tracking, and habitat sampling. 3

BIOL 5440 - Aquatic Ecology
(3 Lecture Hours 3 Lab Hours 4 Credit Hours)

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
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

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
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

A study in the ecology of the marine world including the biotic and abiotic features of the oceans, survey of marine habitats, organism-habitat relationships, general ecological concepts influencing marine populations and communities, and human impacts and conservation efforts.

BIOL 5450 - Terrestrial Ecology
(3 Lecture Hours 3 Lab Hours 4 Credit Hours)

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 Lecture Hours 3 Lab Hours 4 Credit Hours)

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

BIOL 5539 - Comparative Physiology

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 3 Lab Hours 4 Credit Hours)

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 5621 - Genetics
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

The major emphasis of this course is the study of both basic and advanced genetic principles and genetic analysis methods that can be applied to all eukaryotic organisms. The secondary emphasis of this course will be the study of human medical genetics.

BIOL 5727 - Essentials of Immunology
(3 Lecture Hours 3 Lab Hours 4 Credit Hours)

Essentials of immunology is designed as an introduction to the immune response. The student will obtain a broad, comprehensive understanding of the principles of immunology. The course will focus on a detailed study of antigen-antibody interactions, humoral immunity, and cell-mediated immunity. Medically important syndromes, including AIDS, will be discussed to reinforce the principles of immunology.

BIOL 5728 - Bacterial Pathogenesis
(3 Lecture Hours 3 Lab Hours 4 Credit Hours)

Bacterial Pathogenesis is intended to familiarize graduate students with advanced topics in medical microbiology and the study of infectious disease. The course includes detailed discussions of factors involved in the infectious disease process, epidemiology, host defenses, and bacterial virulence factors. In addition, graduate students will be required to analyze and critique articles from the scientific literature, to compose a synopsis of their literature research, and orally present their work to the class. An online, virtual laboratory component will focus on methods routinely used to isolate, culture, and identify bacterial pathogens.

BIOL 5729 - Medical Virology
(3 Lecture Hours 3 Lab Hours 4 Credit Hours)

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
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 5733 - Animal Nutrition
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides a basic understanding of the fundamentals of vertebrate nutrition and builds from what biology majors already know about physiology, biochemistry and general biology. Emphases are placed on digestion, absorption, and functions of carbohydrates, proteins, fats, nucleic acids, vitamins, minerals, and water to provide students with the ability to apply the logic of science in understanding diet and make decisions regarding health and nutrition of domestic animals. This course also integrates energy balance, general health, disease, and metabolism in order to consider nutrition as an integrative field.

BIOL 5735 - Parasitology
(3 Lecture Hours 3 Lab Hours 4 Credit Hours)

This course introduces students to the field of parasitology. Topics covered include parasite diversity, life cycles, host defense mechanisms, parasite evasion, host pathology, ecology, evolution, and control. The laboratory component of the course will examine parasites of medical and veterinary importance.

BIOL 6325 - Procaryotic Biology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is intended to introduce graduate students to the complexity and diversity of procaryotic organisms, including the eubacteria and archaea. The course will involve both lecture and laboratory learning, will engage problem solving skills, and will require extensive written and oral communication components.

BIOL 6460 - Applied Ecology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course explores advanced concepts in ecology, biodiversity, and conservation, focusing on real-world applications. Students will learn practical approaches to engaging the public in solving ecological problems through citizen science and outreach education.

BIOL 6503 - Biological Perspectives: Biochemistry
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 3 Lab Hours 4 Credit Hours)

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 - Vertebrate Histology
(3 Lecture Hours 4 Lab Hours 4 Credit Hours)

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 6530 - Medical Physiology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course explores the fundamental mechanisms of human physiology, focusing on the structure and function of

organ systems, their interactions, and homeostatic regulation. Through clinical case studies, students apply physiological principles to assess human health and disease.

BIOL 6750 - Clinical Neuroscience
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will provide an understanding of human neuroanatomy & neurophysiology through examination of key clinical diagnoses & clinical cases. Students will apply foundation knowledge of neuroanatomy & neurophysiology from assigned readings to describe the pathophysiology associated with key clinical diagnoses, and then practice diagnostic skills with example clinical cases. Students with experience in anatomy and physiology, human physiology, and/or histology will be best prepared for this course. This course will prepare students moving into postgraduate health-related industries or professional schools.

BIOL 6981 - Graduate Independent Study
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 1.0 - 12.0 Lab Hours 1.0 - 12.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 1 Credit Hours)

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.

BIOL 6985 - Graduate Special Topics in Biology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

BIOL 6986 - Graduate Biological Internship
(0 Lecture Hours 1-4 Lab Hours 1-4 Credit Hours)

Prerequisite: Instructor Approval Required
Supervised work or volunteer experience related to career training or preparation. Credit hours received will be determined by the amount of time devoted to the internship. Biology internship coordinator approval is required.

BIOL 6995 - Comprehensive Exam
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

Prerequisite: Instructor Approval Required
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 Lecture Hours 1 Lab Hours 1 Credit Hours)

Prerequisite: Instructor Approval Required
A capstone experience consisting of a graduate student writing and presenting their original research. Successful completion is contingent upon the quality of the written thesis and its defense as assessed by the faculty committee

Business Education
(see also Educational Leadership section of Courses)
(All courses carry three hours credit unless otherwise noted.)

ABED 6100 - Strategic Business Communication
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is an integrative approach to the study of strategic business communication found in corporations, organizations, and small businesses today. There is a strong focus on developing credibility and the art of persuasion which allows students to approach the development of effective business messages from a strategic and reflective standpoint. Students analyze case studies that allow for critical thinking and problem solving in business communication including team building, conflict resolution, public relations, marketing, management, and leadership. The development of business plans through team building and exhibiting leadership skills frame the content of this course providing an active and enriched learning experience.

ABED 6106 - Evaluation and Testing in Business Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A study of issues, methodologies, applications, and current research in teaching business technology courses using the Read/Write Web and Web 2.0 applications.

ABED 6118 - Instructional Strategies for Web Page Design
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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, email links, backgrounds and textures, font manipulation, and other formatting techniques for web page creation. Students will discuss techniques for evaluating web page design in a classroom environment.

ABED 6128 - Instructional Strategies for Basic Business
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

ABED 6146 - Supervision and Leadership
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

ABED 6160 - Current Practices in Workforce Learning and Performance

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Emphasis is on developing workplace learning programs to meet business challenges in organizational settings. Adult learning theories and strategic workforce learning practices are the main focus of this course. Additionally, methods of enhancing employee competencies and performance in the workplace will be addressed through a comprehensive term project.

ABED 6181 - Independent Project
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

ABED 6183 - Introduction to Research in Business Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

ABED 6507 - Curriculum in Teaching Business Subjects
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

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

ABED 6537 - Methods in Teaching Business Subjects
(2 Lecture Hours 4 Lab Hours 4 Credit Hours)

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

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

CHEM 5003 - History and Philosophy of Science
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

A topic is chosen in consultation with a faculty member.

CHEM 5083 - Faculty Directed Research
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 3 Lab Hours 1 Credit Hours)

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

CHEM 5385 - Advanced Topics in Analytical Chemistry
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 5411 - Scientific Communication
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

CHEM 5422 - Organic Chemistry II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The second course will systematically explore reactions of carbon-containing compounds and the mechanistic pathways involved in these processes. Reactions that will be discussed include functional group transformations, oxidation, reductions, cycloadditions and carbon-carbon bond formation. The course begins to teach the student how to systematically design a multi-step syntheses of complex organic compounds.

CHEM 5422L - Organic Chemistry Laboratory II
(0 Lecture Hours 3 Lab Hours 1 Credit Hours)

Emphasis of this laboratory will be on synthesis. Characterization of organic substances will be included.

CHEM 5485 - Advanced Topics in Organic Chemistry
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course develops standard topics in classical physical chemistry, with primary emphasis on chemical thermodynamics. The course includes physical and chemical properties of real and ideal gases, the law of thermodynamics and their application to physical and chemical systems, chemical and phase equilibria, kinetic theory of gases, chemical kinetics, transport properties, and the application of quantum mechanics to thermodynamics in statistical mechanics.

CHEM 5585 - Advanced Topics in Physical Chemistry
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

The wave nature of electrons is applied to atomic structure and periodic trends. Inter and intramolecular bonding models are used to interpret the chemical and physical properties of various materials, from simplistic diatomic molecules to structurally complex molecular and ionic systems. Thermodynamic principles are used to determine the relative stability of inorganic compounds.

CHEM 5611 - Structure and Bonding
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

The thermodynamic, kinetic, and quantum mechanical properties of inorganic compounds are investigated. Bonding models are used to explain the physical and chemical properties of organometallic, main group, and heavy metal systems. Nuclear properties of the element are explored and nuclear models are compared.

CHEM 5685 - Advanced Topics in Inorganic Chemistry
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

Advanced topics in inorganic chemistry exposes the students to current topics and problems in the field of inorganic chemistry.

CHEM 5711 - Biochemistry I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The first of two semester sequence in biochemistry covering the general physical and chemical properties of biomolecules, and the metabolism. Topics will include biomolecular structure and function, first-order enzyme kinetics, glycolysis and carbohydrate metabolism, Kreb's cycle, oxidative phosphorylation, fatty acid catabolism and biosynthesis, metabolism and utilization of amino acids, biologically important amines and regulation of metabolism.

CHEM 5712 - Biochemistry II

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The second semester of a two semester sequence in biochemistry. Course will cover topics in physical biochemistry and spectroscopy of biomolecules. Specific topics will include protein folding, protein stability, protein-DNA interactions, physical chemistry of biomembranes, kinetics (beyond first order), molecular mechanics and dynamics, NMR spectroscopy, optical spectroscopy (florescence, circular dicroism, laser spectroscopy), mass spectrometry and xray crystallography.

CHEM 5720L - Biochemistry Laboratory
(0 Lecture Hours 6 Lab Hours 2 Credit Hours)

The laboratory course will emphasize the principles discussed in the lecture courses Biochemistry I and Biochemistry II. Half of the course will place emphases on experiments that introduce students to the practices of protein separation, purification, quantification, and assays. The other half of the course will emphasize principles from physical biochemistry and spectroscopy of biomolecules. Experiments will examine macromolecular structure and stability, protein folding, lipid bilayer structure, and dynamics and enzyme kinetics. This course will provide students with experience in instrumental techniques that are used in research and industrial facilities.

CHEM 5785 - Selected Topics for Teachers
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Title and description of course to be specified at time of offering. May be repeated for credit.

CHEM 5920 - Environmental Chemistry
(2 Lecture Hours 6 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Commercial production of everyday and specialty chemicals will be discussed with emphasis on raw materials, chemistry, equipment, environmental impact. Typical industries: inorganic acids/bases, hydrocarbon derivatives, aromatics, petroleum refining, polymers, pesticides/fertilizers, paper/pulp, pharmaceuticals, soaps/detergents.

CHEM 5985 - Selected Topics in Chemistry: An Integrated Approach
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

This course focuses on selected topics in chemistry which may consist of spectroscopy, magnetic resonance or stereo chemistry. The emphasis is on an integrated approach to view examples that transcend sub-disciplines within chemistry, namely inorganic, organic, physical, analytical, and biochemistry.

Computer Science

CS 5210 - Programming Fundamentals

(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

An introduction to programming. Students will develop the skills to design, implement, and test algorithmic solutions in a high-level programming language.

CS 5251 - Web Technologies I
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

An introduction to the design, development, and implementation of websites using client-side technologies. Students are expected to develop a dynamic website using current industry best practices for client-side development.

CS 5275 - Foundations of Machine Learning
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: Permission of department
Introduction to the foundational concepts and techniques of machine learning, focusing on hands-on applications of machine learning algorithms in solving real-world problems, concurrently addressing the field's theoretical aspects and ethical implications.

CS 5310 - Principles of Computer Science
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will be introduced to a broad overview of computing related concerns including hardware, networking, security, and algorithmic thinking and programming.

CS 5311 - Program Construction I
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

An introduction to object-oriented design and programming using fundamental software engineering principles and concepts. Students are expected to develop an object-oriented application using current industry best practices for program development.

CS 5500 - Cybersecurity
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: Permission of department
This course offers an overview of computer and network security. It includes components of current computing systems, addressing various security vulnerabilities, threats, and best practices. The curriculum also contains network security measures, including cyber defense tools and techniques to protect computer networks against potential cyber threats.

CS 6083 - Directed Research
(0 Lecture Hours 1-3 Lab Hours 1-3 Credit Hours)

Prerequisite: Permission of department
Individual research in computer science through a mutual agreement between the student and a computing faculty member. May be repeated for a maximum of 6 hours credit. Departmental consent is required for use of this credit toward a degree in computer science.

CS 6231 - Database Systems I
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: CS 6910
Fundamental concepts of database systems; hierarchical, network and relational database management systems; data definition and manipulation languages; security and integrity; and implementation considerations. Students are expected to complete a project in database administration and development.

CS 6232 - Database Systems II
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: CS 6231, or permission of department

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 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: CS 6910
This course introduces the software development process while improving programming skills. Topics include object-oriented programming, test-driven development, class design, GUI design and programming, and incremental, iterative development. The coursework assumes that the student has fundamental programming, debugging, and code-interpretation skills in an object-oriented programming language.

CS 6242 - Software Development II
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: CS 6241
This course continues the introduction of the software development process begun in CS 6241. Topics include software development process models, process management, requirements specification, and software modeling.

CS 6251 - Web Technologies I
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

An introduction to the design, development, and implementation of websites using client-side technologies. Students are expected to develop a dynamic website using current industry best practices for client-side development.

CS 6252 - Web Technologies II
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: CS 5251
A continuation of CS5251: design, development, and implementation of websites using client- and server-side technologies. Students are expected to develop a dynamic website using current industry best practices for client- and sever-side development.

CS 6253 - Web Technologies III
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: CS 6252
A continuation of CS 6252: design, development, and implementation of websites using client- and server-side technologies. Students are expected to develop a dynamic website using current industry best practices for client- and server-side development.

CS 6261 - System and Network Administration
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: CS 6252 and CS 6312, or permission of department
This course explores principles and practices in systems and network administration, with a focus on small-scale computing environments. The course will focus on practical aspects of designing, implementing, and managing a local area network (LAN) consisting of servers, client workstations, network devices, and associated software services and tools running on multiple operating system platforms.

CS 6312 - Program Construction II
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: CS 5311
A continuation of CS 5311. Students are expected to develop a moderately complex object-oriented application using current industry best practices for program development.

CS 6420 - Artificial Intelligence for Security
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: CS 6261
This course offers an overview of AI-driven security incorporating artificial intelligence techniques and technologies to

enhance and automate cybersecurity measures in an increasingly dynamic and complex digital landscape. It includes defense mechanisms against evolving cyber threats by leveraging learning algorithms. It also presents the power of artificial intelligence, machine learning, and other advanced technologies to proactively identify, analyze, and mitigate real-world cyber threats.

CS 6430 - Advanced Networking
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisites: CS 5311 or permission of department
This course provides an in-depth understanding of computer networks. It includes wired and wireless networking and explores protocols and algorithms for efficient network services. The curriculum also contains the theory and practices used in computer networks that enable seamless communication, resource sharing, and collaboration among connected devices.

CS 6800 - Data Analytics
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: CS 5275
This course dives into the world of data analytics, focusing on techniques and tools used to analyze, interpret, and visualize data in meaningful ways. It emphasizes statistical analysis, information retrieval, and effective communication of insights derived from data.

CS 6810 - Intelligence and Analytics Tools
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: CS 5275
This course explores intelligence and analytics tools for various domains, with an emphasis on practical case studies.

CS 6820 - Generative AI for Data Scientists
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: CS 5275
This course surveys recent groundbreaking techniques in generative AI (e.g., generative adversarial networks, variational autoencoders, transformer models, etc.) and strategies for utilizing natural language in prompt engineering to support data scientists.

CS 6910 - Project I
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: CS 6252 and CS 6312
Integration of core knowledge and skills in program construction and web technologies with teamwork and professional practices through directed participation in the implementation of a significant software project.

CS 6920 - Project II
(2 Lecture Hours 8 Lab Hours 6 Credit Hours)

Prerequisite: CS 6232 and CS 6242 and CS 6910
Comprehensive integration of knowledge and skills attained in the program with teamwork and professional practices through the implementation of a significant software project.

CS 6986 - Internship
(0-0 Lecture Hours 0-0 Lab Hours 3-6 Credit Hours)

A hands-on, supervised field experience in Computer Science. Students will create and present a comprehensive portfolio documenting the field experience.

Counseling and Educational Psychology
(All courses carry three hours credit unless otherwise noted.)

CEPD 6101 - Psychology of Classroom Learning
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 2 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

An introduction to selected, prominent counseling theories. Focus is on relating theory to practice and on comparing and contrasting the key concepts, techniques, counselor and client roles, counselor-client relationships, methods of assessment and the contributions and limitations of each theory.

CEPD 6135 - Applied Counseling Theories
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An application of selected, prominent counseling theories with emphasis placed upon short-term therapies. Focus is on the practical application of foundational theories and skill building through practice and feedback to develop professional strengths in applying the counseling theories/techniques/skills to practical situations.

CEPD 6140 - Basic Counseling Skills
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an overview of basic, therapeutic interviewing skills that form the foundation of the Counseling profession. Students build Counseling skills through supervised practice.

CEPD 6141 - Principles of Clinical Mental Health Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This foundational course provides an overview of clinical mental health counseling including theoretical and historical foundations of the profession; education, credentialing and practice issues; roles and functions of clinical mental health counselors in various practice settings; contemporary issues and trends; professional issues that affect clinical mental health counselors; and management of clinical mental health services.

CEPD 6151 - Assessment & Appraisal in Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Methods for the assessment of individuals in counseling will be taught, including clinical interviewing techniques, mental status exam, use of the APA Diagnostic and Statistical Manual (DSM), test selection, administration, scoring, interpretation, and reporting of results. Selection and interpretation of assessment tools appropriate for community and school settings will be addressed.

CEPD 6160 - Group Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: CEPD 6131 and CEPD 6140
Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. This course also includes 10 hours of experience as a group member.

CEPD 6180 - Principles of Professional School Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is a foundational course to prepare school counselors as leaders who strengthen elementary, middle and secondary education and also serve as effective change agents in a multicultural environment. The content of the course includes an overview of the functional skills necessary for the delivery of a school counseling program and the

principles underlying the work of the school counselor. Emphasis is placed upon the role of the counselor as an advocate for student success in school and life. Professional skills in six arenas - advocacy, brokering of services, collaboration, counseling, effective use of data, and leadership, are introduced. Technology will be integrated throughout the course.

CEPD 6182 - Internship: Professional Counseling
(1.0 - 6.0 Lecture Hours 0 Lab Hours 1.0 - 6.0 Credit Hours)

Prerequisite: CEPD 6188 and College of Education Field Experience Appl approval required
The counseling internship is designed to give candidates an opportunity to continue integrating and applying the awareness, knowledge, and skills learned throughout the counseling training program. Candidates will deliver counseling services in a field setting, and receive supervision of their work in biweekly group seminars for discussion of on-site issues, ethical issues, professional development, tape presentations, in-service training, and participation in peer supervision. A minimum of 600 on-site hours (240 direct service) for internship is required.

CEPD 6188 - Practicum: Professional Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: CEPD 6131 and CEPD 6140 and CEPD 6160 and College of Education Field Experience documentation required. CEPD 6188 Prerequisites: CEPD 6131, CEPD 6140, CEPD 6160 and College of Education Field Experience Application approval is required.
This course emphasizes supervision of individual and group counseling and guidance conducted in field settings. Special attention is paid to the development of skills, interventions, and brokering of services. The foundation for the course is brief counseling approaches. A return to campus for individual supervision is a requirement of the course. A minimum of 150 hours is required.

CEPD 7105 - Counseling Across the Lifespan
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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.

CEPD 7111 - Diagnosis and Treatment of Mental and Emotional Disorders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to give an overview and provide an understanding of abnormal behavior in the context of the diagnostic categories as described in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorder and the diagnostic system. Particular emphasis will be placed on the processes of assessment, diagnosis, and treatment of mental and emotional disorders and factors influencing these.

CEPD 7112 - Career Theory and Intervention
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to help students in a master's level or higher curriculum become competent in the use of educational and occupational information in counseling-related activities. Particular emphasis will be placed on how information is processed in planning, establishing and managing careers from a lifespan perspective.

CEPD 7121 - Issues and Trends in Professional School Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to various professional issues, current topics, and trends related to the profession of school counseling. Emerging issues in the field, such as those identified by CACREP and the PSC, will serve as a foundation for this course. Relevant topics may include, but are not limited to, the role of addiction in school counseling, strategies for school-based consultation and collaboration, instructional technologies relevant to school counseling, career and college readiness, differential instruction, and data-informed school counseling programming procedures.

CEPD 7134 - Couples and Family Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 7136 - Counseling Children and Adolescents
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 7138 - Multicultural Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

CEPD 7141 - Professional Orientation and Ethics in Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Studies that provide an understanding of professional roles and functioning of counselors and the application of ethical and legal considerations in professional counseling.

CEPD 7145 - Advocacy and Leadership
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course emphasizes 'theory to practice' by providing experiences that allow students to assess and develop their personal leadership while emphasizing the values, knowledge and skills required for effective advocacy and brokering of services through consultation and collaboration Special emphasis is placed on the development of skills in planning, organizing, coordinating and delivering programs that generate systematic change. Use of data to identify needs, remove barriers and mobilize resources from schools and communities in order to increase options for students and clients are primary themes throughout the course.

CEPD 7152 - Research and Program Evaluation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

CEPD 7153 - Crisis Intervention
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to the theory and practice of crisis intervention and trauma counseling. Students will be prepared to recognize, understand, and respond to the needs of individuals who are experiencing or have experienced individual, family, or community level crises, disasters, or trauma.

CEPD 7155 - Substance Abuse Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

CEPD 7158 - Counseling in the Military Community

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Examines essential knowledge and current research on issues that impact military personnel and their families and how the helping professions can assist in addressing these issues. Analyzes the unique concerns that affect military families through pre-, during and post-deployment, as well as significant issues for children and adults in school and agency settings. Also addresses issues relating to student veterans pursuing post-secondary education.

CEPD 7160 - Gender and Sexuality
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: CEPD 7138
Examines essential knowledge and current research on counseling issues related to gender and sexuality. Analyzes the unique concerns of those in the LGBTQ+ community. Explores necessary counseling skills and ethical treatment considerations for having difficult conversations with clients as they pertain to gender and sexuality.

CEPD 7163 - Trauma Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course examines the principles of trauma-informed practice and techniques of trauma counseling. Multicultural and lifespan considerations in trauma counseling are addressed, including the maladaptive behaviors that may result from challenging developmental-environmental interactions. Trauma-informed assessment and treatment approaches are addressed.

CEPD 7181 - Independent Study
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

Preparation of an independent project under the direction of a faculty member. Advanced topics in theory, issues, trends, clients, and counseling techniques will be emphasized. Students will specialize in topics, studies, and projects in the area of specialty.

CEPD 7182 - Directed Readings
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

Consent of advisor and/or instructor required for registration. The aim of the course is to allow a student to investigate an area not covered in existing courses. Such independent study requires research skills and motivation to acquire an advanced level of knowledge and understanding in selected topics. An integrated research paper of the reading is required. .

CEPD 7185 - Special Topics in Counseling and Educational Psychology
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

Title and description of specific courses to be inserted at time of offering. May be repeated for credit. May be repeated for credit.

CEPD 8102 - Lifespan Human Development
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

CEPD 8138 - Advanced Multicultural Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed for students in the Ed.S. program to develop advanced competencies for counseling intervention with diverse populations, consistent with ACA Code of Ethics and ASCA Ethical Standards for School

Counselors. Students will learn specific theories and techniques for counseling multicultural populations. Students will develop culturally aware approaches to counseling and/or administration.

CEPD 8140 - Advanced Group Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: CEPD 6160
This course is designed for students wishing to pursue advanced study in group theory, group leadership, group processes, and group supervision. The course may examine contemporary trends and developments in group counseling as well as ethical, legal, process, and professional issues affecting the practice of group counseling.

CEPD 8141 - Supervision in Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission EdS program in Professional Counseling
This course will provide students with advanced knowledge, skills and awareness of supervision in professional counseling settings. The focus is on the development of effective clinical supervision style and skills, and integrates ethical, legal, multicultural and other professional issues related to professional counseling settings.

CEPD 8152 - Consultation, Collaboration and Program Development in Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course prepares students for competent professional practice as clinical mental health counselors and school counselors functioning in the role of consultant. Consultation theory and process will be discussed. Examples of consultation with families, schools, colleges and community agencies will be provided, as well as models for facilitating change in human systems.

CEPD 8153 - Adv Therp Topics in Counsel
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission to Ed.S. in Professional Counseling
This course examines advanced therapeutic topics and current trends in Professional Counseling, such as but not limited to, evidence-based practice, substance misuse counseling, gender inclusive practice, technology in counseling, and ethical practice issues. Emphasis is placed on evidence-based practice in both school counseling and clinical mental health settings.

CEPD 8156 - Designing Effective Programs
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed for graduate students who have been admitted into the education specialist program in professional counseling. The course addresses steps involved in effectiveness-based program planning, including elements of a program that are critical for measuring effectiveness.

CEPD 8171 - Current Issues in Counseling and Supervision
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

CEPD 8184 - Research: Quantitative Analysis
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course presents basic methods of empirical inquiry used in counseling-related settings. Students will learn how to interpret published quantitative research studies, identify appropriate measurement instruments, and statistically analyze inferential data to answer research questions. Students will also complete appropriate trainings demonstrating their understanding of ethical considerations for human-subject research.

CEPD 8185 - Professional Research Writing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed for graduate students who have been admitted into the Ed.S. program in Professional Counseling. The purpose of this course is to equip students with knowledge and skills in the area of professional writing. In this course, students will review the basic grammatical principles and conventions necessary to communicate effectively in written form. Moreover, students will learn technical writing techniques and the structure of a professional manuscript. Students will apply this knowledge through course-embedded assignments that promote skill development, helping students learn to successfully write across a range of topics, from short reports to research manuscripts.

CEPD 8191 - Advanced Practicum: Community Counseling
(0 Lecture Hours 3 Lab Hours 3 Credit Hours)

This course emphasizes supervision of individual and group counseling interventions conducted in field settings; special attention is paid to the development of evaluative criteria for self and peer assessment. A minimum of 15 hours in the field placement is required and graded on a Satisfactory/Unsatisfactory basis.

CEPD 8194 - Research: Mixed Methods Analysis
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission EdS program in Professional Counseling
This course presents an applied approach to learning mixed methods research. Students will learn how to design mixed methods studies, collect and analyze data, integrate findings, and draw inferences using both qualitative and quantitative approaches in a single study.

CEPD 8195 - Special Topics in Professional Counseling Studies
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Title and description of specific courses to be inserted at time of offering. May be repeated for credit. 9

CEPD 8197 - School Guidance Program Development
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 9151 - Doctoral Independent Study
(1-3 Lecture Hours 0 Lab Hours 1-3 Credit Hours)

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 9153 - Advanced Therapeutic Techniques in Counseling
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission into the Ed.D. in Professional Counseling and Supervision.
This course examines advanced therapeutic topics and techniques in Professional Counseling, such as but not limited to, trauma therapy, crisis intervention, substance use counseling, and gender inclusive practice. Emphasis is placed on evidence-based practice in both school counseling and clinical mental health settings.

CEPD 9171 - Program Evaluation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Seminar Professional Issues
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

CEPD 9185 - Doctoral Seminar-Advocacy in the Counseling Profession
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is a special topics seminar structured to address advocacy within Professional Counseling. An exchange of scholarly thinking and research will be the hallmark of course interactions and activities.

CEPD 9186 - Doctoral Internship
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

There are two iterations of this course. Students enrolled in the expedited doctoral track will complete one section of CEPD 9186 in the area of administrative supervision. Students enrolled in the non-expedited doctoral track will complete two sections of CEPD 9186 in the areas of administrative supervision and program evaluation. These courses involve hands-on practical learning experiences in the respective content areas. These courses are not intended to fulfill requirements for Professional Counselor (or related) licensure.

CEPD 9187 - Directed Doctoral Research II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: CEPD 9183
In this course, students will critically engage with research paradigms and design principles to develop a comprehensive and ethically grounded research plan tailored to their dissertation topic. Emphasis is placed on aligning research questions with appropriate data collection and analysis methods, integrating theoretical frameworks, and justifying methodological choices. By the end of the course, students will produce a draft of their dissertation methods.

CEPD 9195 - Special Topics in Doctoral Professional Counseling Studies
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission into the Ed.D. in Professional Counseling and Supervision
Title and description of specific courses to be inserted at time of offering. May be repeated for credit.

CEPD 9199 - Dissertation
(1.0 - 12.0 Lecture Hours 0 Lab Hours 1.0 - 12.0 Credit Hours)

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

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

CRIM 5001 - Survey Research Methods
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will introduce one of the most common research methods used in the field of criminology: the survey. Topics covered will include sampling, modes of conducting surveys, question wording, and dealing with non-response. In the later part of the semester, students will gain practical knowledge of the topic by conducting and supervising live telephone interviews.

CRIM 5002 - GIS, Planning, and Public Service
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: GEOG 5551
This course is an introduction to geographic information systems (GIS) and its use in the public service as it relates to planning, public administration, and public safety, particularly in local government and communities. The course is

theoretical and practical (i.e., very hands-on), addressing both the structure of geographic information systems and the use of this tool within planning for spatial analysis and data management.

CRIM 5004 - Managing Data
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course teaches students to build and manage databases using SPSS. An emphasis is placed on working with large national data sets, including those available through the U.S. Census Bureau and the Inter-University Consortium for Political and Social Research. Although a basic understanding of research methods and statistics is helpful, it is not necessary for this course.

CRIM 5100 - Problem-Solving Courts
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

In this course we will critically analyze the variety of problem-solving courts that the US criminal justice system uses to resolve criminal cases. We will also critically examine the policy goals supporting continuing, starting, or expanding the use of these various alternative processes to resolve criminal cases. This class will cover the theory behind the creation of such courts, how these courts are run, and evaluate the success of these courts.

CRIM 5200 - Punishment and Society
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will begin by exploring the theoretical foundations of social control and punishment, attempting to understand its purpose and functioning within society. The course will examine the salient institutions that make up the system of social control in the United States. This course will investigate how these control institutions function for a variety of groups in society, including the complexities surrounding the often differential and disproportionate application, reach, and effects of control mechanisms and institutions. Reform measures will also be explored.

CRIM 5231 - Women in the Criminal Justice System
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course will examine family violence form both a personal and social perspective. Research and theory in family violence will be discussed, along with types of relationships, incidence, prevalence, inter-personal dynamics, contributing factors, consequences, social response and services. Prevention strategies will be explored.

CRIM 5280 - Contemporary Issues in Criminal Justice
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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. May be repeated 3 times on 3 different topics up to 9 credit hours.

CRIM 5334 - Human Trafficking
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will allow students to gain a deeper understanding of human trafficking, including evaluating current theory and research on the topic. This course will cover the issues with data on human trafficking, the criminal justice system's response and experiences of survivors, and typologies of trafficking. The course will also critically examine legislation around human trafficking and other efforts to prevent and respond to trafficking victimization.

CRIM 5981 - Directed Readings
(0 Lecture Hours 3.0 - 9.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 3 times on 3 different topics up to 9 credit hours. May be repeated three times for credit.

CRIM 6000 - Principles of Criminology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to the program and an overview of the basic scope, mission and methods of criminology. Topics addressed include the current state of theory and research on the nature of law, criminality, and social control. Note: Required of first-year graduates in Criminology.

CRIM 6003 - Applied Statistics in Criminology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to introduce the graduate student to the principal statistical analysis methods in criminology and criminal justice sciences. This course will cover inferential statistics and their interpretation. It will also include the application of statistical packages. This course assumes an elementary understanding of statistics at the undergraduate level thus it is desirable that students have taken prior coursework in statistics.

CRIM 6010 - Crime and Public Policy
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will discuss the quantitative and qualitative methods of research that are commonly used in the social sciences. Students will learn about survey research, experiments, observational/field work, and interview studies. Topics to be covered include: methods of inquiry, causality, sampling, research instrument design, data collection, coding, ethics, and statistics (briefly).

CRIM 6182 - Special Seminars
(0 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 3 times on 3 different topics up to 9 credit hours. May be repeated on different content at least two times for credit.

CRIM 6222 - Conflict Resolution
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 - Program Evaluation in the Public Safety Sector
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Social science research methods applied to evaluation of programs in the public safety sector. Students will learn skills in identifying stakeholders, formulating evaluation questions, evaluation methods and program theory, types of program evaluations, and how to best report evaluation results.

CRIM 6279 - White Collar Crime
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6284 - Graduate Capstone
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: CRIM 6000, CRIM 6003, CRIM 6010 and CRIM 6013
This course is designed to provide graduate students with a capstone experience emphasizing integration of knowledge acquired in previous courses and serves as an alternative to the thesis option. This course is designed for students to demonstrate in-depth knowledge and critical thinking in regard to a specific criminological/criminal justice issue by completing an exit paper.

CRIM 6286 - Internship
(0 Lecture Hours 0 Lab Hours 1.0 - 6.0 Credit Hours)

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

CRIM 6333 - Victimology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an advanced analysis of the nature, causes, and consequences of criminal victimization and will include international and human rights perspectives.

CRIM 6340 - Advanced Criminological Theory
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to provide students with an in depth look into the theory and practice of criminal justice administration. Several theoretical approaches will be examined, followed by a critical evaluation of how they have been put into practice. Critical thinking and problem solving is emphasized throughout the course.

CRIM 6623 - Crime and Social Inequality
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course offers an examination of the relationships between social stratification, crime, and criminal justice. Explored will be the empirical and theoretical associations that race/ethnicity, sex/gender, social class, and other systems of inequality have with crime, victimization, and criminal justice system response.

CRIM 6982 - Directed Study

(0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

Varies by student and professor.

CRIM 6983 - Continuing Registration
(0 Lecture Hours 0 Lab Hours 1 Credit Hours)

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 Lecture Hours 0 Lab Hours 1.0 - 9.0 Credit Hours)

Curriculum

CURR 6575 - Curriculum Trends and Issues
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is a critical study of the design and implementation of curricula in the field of education.

Early Childhood / Elementary Education
(All courses carry three hours credit unless otherwise noted.)

ECED 6111 - Intro to Elementary Field Experience
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

Prerequisite: Admission to Teacher Education (TE)
This course reviews general field experience expectations and requirements for the MAT in Elementary Education, including completing experiential learning in elementary schools. Documents and deadlines will be introduced. Upon completing this course, students will have met the requirements necessary to be placed in a public-school setting. This course is designed to serve as a prerequisite for any MAT course in the Elementary Education program that includes a field experience.

ECED 6249 - Seminar For P-5 Teachers
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

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 6258 - Teaching Social Studies and Literacy
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission to Teacher Education (TE)
Curriculum and instructional practices in PK-5 social studies education and literacy. This course investigates the methodology, trends, and issues in social studies education, prepares students to effectively plan lessons by selecting responsive and critical thinking resources, and teaches students to analyze practices, policies, and current events in literacy and social studies education. Interdisciplinary social studies and literacy approaches are implemented through children's literature and inclusive instructional resources. This course is designed for M.A.T. students entering elementary teacher education from other fields.

ECED 6259 - Teaching Science and Literacy
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission to Teacher Education program (TE)
Students will examine curricular content, methodology, classroom organization and management, and materials used to teach science to children in grades Pk-5 using course readings, discussions, and assignments. Emphasis will be placed on developmentally appropriate practices, teaching students with mild disabilities in science, and integrating science with literacy, mathematics, and other relevant subject areas. This course is designed for M.A.T. students entering elementary teacher education from other fields.

ECED 6260 - Classroom Management and Practicum
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission to Teacher Education program (TE), Application for Field Experience (FE), ECED 6111
This course is an internship-based experience. You will use various teaching models and receive feedback on your teaching practices. Focus will be on research-based approaches to address classroom and behavior management strategies in PreK-5th grade classrooms through the implementation of foundational classroom management practices such as understanding classroom relationships, communication, student engagement, and behavior prevention as well as behavior intervention. Additional readings and reflection will involve the teacher's role in being effective with these practices. This course is designed for M.A.T. students entering elementary teacher education from other fields. Corequisites: ECED 6266

ECED 6261 - Developing Affective Curricula
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Language and its acquisition; studied in relation to mental development and school achievement.

ECED 6263 - Teaching Elementary Mathematics I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to Teacher Education program (TE)
Mathematics education content, methods, and materials that are appropriate for the cognitive development of young children from grades Pk-5 within the domains of numerical reasoning related to whole-number, base-ten operations, patterning, and algebraic reasoning will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience. This course is designed for M.A.T. students entering elementary teacher education from other fields.

ECED 6266 - Teaching Elementary Mathematics II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to Teacher Education (TE), ECED 6263
Mathematics education content, methods, and materials that are appropriate for the cognitive development of the young child from grades Pk-5 within the domains of numerical reasoning related to integers, fraction operations, measurement, data reasoning, geometry, and spatial reasoning will be investigated using course discussions and assignments, field placements/assignments, and course readings. This course is designed for M.A.T. students entering teacher education from other fields. Corequisites: ECED 6260

ECED 6271 - P-5 School Curriculum
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A critical study of the design and implementation of curricula in the education of children (Pre-K through fifth grade). Attention is given to historical, philosophical and theoretical perspectives; current national standards; programmatic design and organization; and the use of personnel, materials, and equipment. National Board for Professional Teaching Standards and a certification portfolio based on National Board propositions are introduced as the conceptual framework and exit requirement for the M.Ed. program. This course should be taken within the first two semesters of the M.Ed. program.

ECED 6285 - Special Topics
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

ECED 6288 - Continuing Practicum
(0 Lecture Hours 2 Lab Hours 1 Credit Hours)

Practical experience with students in a PK-5 setting under the supervision of ECED faculty is a prerequisite for this

course. (Requires the completion of activities described in the Entry Packet and enrollment during the same semester as ECED 6249 - Seminar For P-5 Teachers).

ECED 6289 - Elementary MAT Comprehensive Exam
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

Prerequisites: Admission to Teacher Education program (TE), ECED 6111
This course serves as a capstone experience for satisfying the exit requirements of the program, including the successful completion of the comprehensive exam. This course is designed for M.A.T. students entering elementary teacher education from other fields. Corequisite: ECED 6291

ECED 6290 - Reading, Interpreting, and Applying Research
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Introduction to early childhood research, design, and sources of reference.

ECED 6291 - Elementary MAT Seminar & Internship
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to Teacher Education program (TE), Application for Field Experience (FE), ECED 6111 , ECED 6260
Students will be teaching full-time for one semester in a public-school elementary level (PreK-5) classroom under the supervision and mentorship of an experienced, qualified classroom teacher. Students will also engage in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. This course is designed for M.A.T. students entering elementary teacher education from other fields. Corequisites: ECED 6289

ECED 7259 - Investigating Methods and Materials in Mathematics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to assist the teacher in integrating the teaching of language arts including: reading, writing, oral language, listening, as well as viewing and visual representation.

ECED 7263 - Writing Across The Curriculum
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Graduate students will critique current methodology, trends, and issues; evaluate strategies for implementing curricular and instructional change; and enrich their decision-making and leadership skills to enhance the elementary (P-5) social studies curriculum.

ECED 7265 - Parent Education for Teachers and Child Care Workers
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

The study of creative dramatic techniques for early childhood and elementary age children.

ECED 7271 - Diversity and the Classroom for Early Grades P-5
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will examine issues relating to cultural pluralism and global perspectives, equitable education of diverse student populations, and aspects of teacher behavior, cultural variations, and student variations relevant to learning and teaching. Topics will include the theoretical foundations of multicultural education, the importance of cross-cultural communication, and major theoretical and empirical approaches to classroom management. Students will also examine, evaluate, and develop curricular materials, decision making and problem solving skills, and techniques to effectively instruct and manage within learning environments of diverse populations of P-5 students.

ECED 7272 - Classroom Management Early Grades (P-5)
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will examine major theoretical and empirical approaches to classroom management, develop appropriate decision making and problem solving skills, and formulate techniques to manage effectively a learning environment for students in grades P-5.

ECED 7273 - Family/Community Involvement for School Improvement
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Family/Community Involvement for School Improvement is designed to acquaint teachers of early childhood and elementary grade children with techniques for working with and involving families and communities. In this course, four areas of parent and community involvement will be emphasized: home-school communication, parent education, volunteerism, and public/community relations.

ECED 7281 - Independent Study
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Preparation of an independent project under the direction of a full-time college faculty member.

ECED 7282 - Directed Readings in Education
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Concentrated readings and review of research studies and literature relative to areas of significance to early childhood education.

ECED 7285 - Special Topics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

ECED 8200 - Oral Comprehensive Exam for the Elementary Ed.S.
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

A comprehensive final exam is administered during fall, spring, or summer semester immediately preceding graduation to all candidates seeking a Specialist degree in Elementary Education. Candidates complete the comprehensive oral exam at the end of their program of study by preparing a 60-90 minute presentation over summative questions.

ECED 8271 - Advanced Curriculum Seminar
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: ECED 7282
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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: ECED 8284
A course designed to provide a forum for professional interaction between students and professors on critical issues in the profession.

ECSE 7274 - Introduction to Community-Based STEM Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will be introduced to the concepts and skills necessary to develop an effective community-based STEM education project as well as the dispositions, knowledge, and teaching skills needed to teach integrated STEM lessons to students in grades P-12.

ECSE 7275 - STEM Mathematics for Social Justice
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: ECSE 7274 - Introduction to Community-Based STEM Education
Concepts and materials which are appropriate for mathematics education integrated with science, technology, and engineering for P- 12 children will be investigated. In addition, STEM education is considered through the lens of social justice, equity, and community-based learning.

ECSE 7276 - STEM Investigations through Ecojustice
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: ECSE 7274 - Introduction to Community-Based STEM Education
This course will introduce students to research in science education that promotes awareness for multiple perspectives

and considers diverse aspects of STEM efforts within the community. Through a focus on ecojustice issues, the student will develop skills necessary to contextualize science instruction for effective community-based STEM initiatives as well as the dispositions, knowledge, and skills needed to teach integrated STEM lessons to students in P-12.

ECSE 7277 - Designing Community-Based STEM Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: " ECSE 7274 - Introduction to Community-Based STEM Education, ECSE 7275 - STEM Mathematics for Social Justice, and ECSE 7276 - STEM Investigations through Ecojustice"
The purpose of this course is to foster an understanding of how teachers and STEM experts can influence education and impact communities through committed interactions and the sharing of knowledge. Prior STEM understanding will be enhanced through development of integrated STEM projects for the in-service teacher, elementary and secondary classroom, and for dispersal within the community. Through increased opportunity for action and dialogue associated with socio-cultural issues, students will become adept at identifying avenues for involvement in STEM that encourage community involvement as a means of promoting social justice.

ECSE 7500 - Diverse Classrooms in Global Society
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to examine issues relating to cultural pluralism and global perspectives in order to provide a richer understanding and appreciation of the social forces that influence the education of diverse student populations. Particular attention is given to culturally responsive teaching, ethical behaviors, and personal responsibility to affect change. Students will examine, evaluate, and develop curricular materials that include techniques to differentiate for diverse populations of P-12 students.

ECSE 7560 - Contemporary Issues in Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to guide 21st Century teachers in developing perspectives on the influences that affect public schools. Educational problems, trends, and issues will be identified and addressed, especially as they relate to students, teachers, school systems, and American society as a whole.

ECSE 7564 - Content Area Literacy Instruct
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed for teachers who need strategies for helping their students comprehend informational texts and improve their informational writing skills across the curriculum, especially in content areas such as business, math, science, and social studies. Developmentally appropriate practice and literature for teaching reading and writing in the elementary, middle, and high school, to include the study of language and literacy, study skills, print and non-print media, and technology, will be examined across the curriculum and in relation to the Georgia Milestones Assessment System.

ECSE 7566 - Advanced Instructional Strategies for 21st Century
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed for continued professional growth of teachers as they investigate and evaluate best practices in the teaching of English language arts, social studies, science, math, business, music, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction.

ECSE 8562 - Using Data to Meet the Needs of Diverse Learners
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to advance teachers' understandings of the philosophies and practices of educational measurement as they apply to diverse student assessment data (specifically data collection and analysis). Students will demonstrate an understanding of the characteristics of quality assessment with regard to the reliability and validity of such measures with special emphasis on existing student diversity. Students will also demonstrate the skills and understanding needed to design and construct their own assessments and interpret the results of these assessments as well as those made by others.

Economics

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

ECON 5208 - Business Analytics Programming
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: ECON 3402 and ECON 3406 or equivalent with a minimum grade of 'C' in each
This course introduces Business Analytics students to modern methods used for creating, accessing, handling, processing, analyzing and presenting data from a variety of sources. This course emphasizes a hands-on, practical approach to data analysis with SAS, an industry-standard data intelligence software package available for MS Windows, Linux, and UNIX and other operating systems.

ECON 5408 - Advanced Visual Analytics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides a rigorous treatment to modern tools in data visualization and analytics. The materials will be organized around two overarching themes: 1) creating professional-looking charts in popular statistical software, and more importantly, 2) processing data and presenting analysis results in an effective and visually appealing manner. The first module of the course will demonstrate how to make charts in Microsoft Excel charts commonly used in business reports (e.g. trend graphs, pie charts, and bar graphs). We will also cover data management and preparation for various data structures and formats, such as importing and exporting data, merging and joining datasets, and reshaping, collapsing or aggregating data for analysis purposes. In the second module, we will dive into more advanced topics in visual analytics mainly using Tableau and R. We will cover how to create more sophisticated visualization tools such as thematic maps and interactive dashboards. Students will have the opportunity to work with various data examples and create their own interactive graphs (e.g. with publicly available financial data or healthcare data). Finally, we will cover how to combine data visualization tools with state-of-the-art data science techniques such as cluster analysis, tree-based methods, and natural language processing.

ECON 5415 - Healthcare Analytics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to state-of-the-art analytical methods widely used in the healthcare industry. Students will gain exposure to a wide array of data across different healthcare settings (such as clinical data, encounter data, and health insurance claims data). The goal is to demonstrate how healthcare data can be used to generate insights and actionable items that can help various stakeholders (e.g., providers, patients, and regulatory agencies) improve business processes and deliver care at the most cost effective point. We will provide an in-depth treatment of core methods in healthcare evaluation, health economics and outcome research (HEOR), and predictive analytics. The course consists of three modules: (1) healthcare data processing and reporting; (2) quality and outcome measurement; and (3) modeling and predicting outcome and cost. We will be using R as the main statistical tool throughout the course.

ECON 5440 - Public Finance
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 5475 - Applied Econometrics and Analytics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: ECON 6430
The course emphasis is on applications of econometrics and techniques in business analytics. Topics include methods of data presentation, numerical measures and correlation, estimation, linear/non-linear regression, limited dependent variables, simultaneous equations/instrumental variables, models of duration, and the use of these models in decision making processes. An industry-standard business analytics software will be used in this course.

ECON 6415 - Healthcare Economics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to the study of health economics. We will cover a wide range of important topics in the field, while focusing on the healthcare system in the United States. The first half of the course will be devoted to applying standard microeconomic theory to studying the behavior of various economic agents in the healthcare market (e.g. patients, physicians, hospitals, and insurance companies, etc.). In the second half of the course, we will examine

the evolution of healthcare industry in the U.S. as well as the effects and implications of various government policies (such as Medicare, Medicaid, and the Affordable Care Act).

ECON 6420 - Current Economic Issues
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6428 - Retail Analytics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: ECON 3402, ECON 3406
This course discusses how retailers and manufacturers use customer data and modern analytic tools to make pricing, promotion, marketing, and managerial decisions. The course is very hands-on and all of the data we work with is from real industry cases.

ECON 6430 - Business Forecasting
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6460 - Economics of Sports
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This class provides a rigorous treatment of the economics of sports. We will cover topics such as the financing of public stadiums, arenas and special events, labor market issues such as player salaries and collective bargaining, competitive balance, ticket pricing, Title IX requirements and gender equity in sports, NIL (name, image and likeness) and the origins of amateurism, tournament structure, and other topics as time permits. This class will also delve into econometrics and potential sabermetric applications. We will use statistical software such as R and spreadsheet software such as Excel to manipulate and analyze different types of sports data.

ECON 6461 - International Finance
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Topics may include foreign exchange market; exchange rates; balance of payments analysis and adjustment process; financing institutions, monetary relations, and monetary reform; gold, the dollar, devaluation, and SDRs. Same as FINC 6521.

ECON 6470 - Ethical Foundations of Capitalism
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to explore the moral, ethical, and economic foundations of the modern business environment. Topics include the role of the individual, business, and government in society. Students in the course are exposed to the writings of economic, ethical, and political thinkers such as Smith, Hobbes, Locke, Marx, Keynes, Rand, Hayek, and Friedman.

ECON 6481 - Independent Study in Economics
(0 Lecture Hours 1.0 - 6.0 Lab Hours 1.0 - 6.0 Credit Hours)

Directed program of independent or specific research topics.

ECON 6485 - Special Topics in Economics

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: ECON 2105 and ECON 2106
Title and description of specific courses to be specified at time of offering. Course may be repeated with permission up to a maximum of 6 courts of credit.

ECON 6486 - Graduate Internship in Applied Business Analytics
(0 Lecture Hours 0 Lab Hours 1-3 Credit Hours)

Prerequisites: ECON 5208 with a B or higher, ECON 5408 with a B or higher, and either CISM 5390 with a B or higher or ECON 5475 with a B or higher
This course is designed to reinforce and apply business analytics concepts introduced in the classroom, to provide real-world experiences, on-the-job training and career exploration opportunities in analytics-oriented positions. The aim of this course is to enable students to put into practice material learned in the applied business analytics courses, to enable students to gain career experience in the analytics field, and to provide students with the opportunity to improve their overall professional skills.

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

EDFD 7303 - Culture and Society in Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A survey of the development and patterns of public education in this country.

EDFD 7306 - Leadership Formation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A survey of philosophical thought foundational to educational theory and practice.

EDFD 7311 - Ethics in Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Individually designed studies of educational foundations.

EDFD 8371 - Advanced Principles of Curriculum
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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.

EDUC 7001 - National Board Portfolio - Differentiation of Instruction
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This is a competency-based credit graduate course. All work required to receive credit is previously completed by the student. NBPTS Component 2: This classroom-based portfolio entry required candidates gather and analyze information about individual students' strengths and needs and used that information to design and implement instruction to advance student learning and achievement. Teachers submitted selected work samples that demonstrated the students' growth over time and a written commentary that analyzed instructional choices (NBPTS, 2022). 3 credits are granted to students who have completed the National Board Certification process, submitted all four components for scoring, and received a certifiable score earning the title National Board Certified Teacher.

EDUC 7002 - National Board Portfolio - Teaching Practice and Learning Environment
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This is a competency-based credit graduate course. All work required to receive credit should be previously completed by the student. NBPTS Component 3: This was a classroom-based portfolio entry that required video recordings of interactions between the teacher and their students. Teachers also submitted a written commentary in which they described, analyzed, and reflected on their teaching and interactions with students. Both the video and the written commentary demonstrated how they engaged with students and impacted their learning. (NBPTS, 2022). 3 credits are granted to students who have completed the National Board Certification process, submitted all four components for scoring, and received a certifiable score earning the title National Board Certified Teacher.

Educational Leadership
(Prerequisite to all graduate courses: admission to the leadership program or permission of instructor. All courses carry three hours credit unless otherwise noted.)

EDLE 6313 - Understanding Systems and Change
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6318 - Human Resources Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 2 Credit Hours)

This course will examine the sources of authentic leadership: calling, connections, identity, integrity, and personal power.

EDLE 6330 - Building School Culture
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6391 - Strategic Communication, Collaboration, and Coaching in Educational Leadership
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course, designed for candidates in the M.Ed. in Educational Leadership, Strategic Leadership track, focuses on developing the strategic communication, collaboration, and coaching skills necessary to lead improvement efforts across schools and districts. Emphasizing leadership influence, organizational coherence, and capacity building, candidates learn to use communication as a strategic tool to build shared understanding, align stakeholders to vision and goals, and sustain trust during change initiatives. Through applied learning experiences, candidates practice facilitating collaborative teams, leading coaching conversations, and using data to guide reflective dialogue and decision-making. Coaching is positioned as a strategic leadership approach, distinct from supervision or evaluation, that supports collective efficacy, professional growth, and sustainable improvement, while engaging candidates in authentic leadership scenarios requiring ethical decision-making, cultural responsiveness, and strategic thinking.

EDLE 6392 - Strategic Leadership for Safety and Well-Being: Foundations for a Positive School Culture
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course, situated within the Strategic Leadership track of the M.Ed. in Educational Leadership, prepares candidates to lead the creation, sustainability, and continuous improvement of safe, healthy, and supportive school environments

as a core organizational priority. Emphasizing safety and well-being as foundational to learning, workforce stability, and system effectiveness, candidates examine how strategic leaders intentionally shape school culture, align safety initiatives to mission and vision, and build coherent systems that address physical, social, emotional, and psychological well-being. Through applied learning experiences, candidates analyze school climate and safety data, design strategic safety and well-being action plans, and practice leading complex, high-stakes conversations related to behavior, crisis response, and mental health. The course positions safety and well-being not as compliance tasks but as strategic levers for capacity building, ethical leadership, and sustainable improvement across schools and districts.

EDLE 6393 - Leading Impactful Change and Strategic Improvement
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course, aligned with the Strategic Leadership track of the M.Ed. in Educational Leadership, prepares candidates to lead meaningful and sustainable change through systems thinking, data-driven decision-making, and program evaluation. Emphasizing the role of strategic leaders in aligning initiatives to mission, vision, and district priorities, candidates learn to analyze schools as interconnected systems, identify root causes of performance challenges, and evaluate the effectiveness of programs and improvement efforts using multiple data sources. Through applied learning experiences, candidates conduct needs assessments, engage in program evaluation, analyze instructional and organizational impact, and develop strategic improvement recommendations. The course emphasizes the leadership behaviors required to manage complex change, align resources and initiatives, navigate resistance, and build collective ownership for continuous improvement while maintaining ethical responsibility and a clear focus on student success.

EDLE 6394 - Thriving as a Leader: Self-Awareness, Well-being and Personal Professional Growth
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course, aligned with the Strategic Leadership track of the M.Ed. in Educational Leadership, focuses on the personal dimensions of leadership that sustain effectiveness, resilience, and long-term organizational impact. Emphasizing self-awareness, emotional intelligence, and leader well-being as strategic assets, candidates examine how leadership identity, values, and behaviors influence decision-making, relationships, and school culture. Through research-based frameworks and applied learning experiences, candidates engage in structured self-assessment, reflection, and goal-setting to develop personalized leadership growth plans aligned to organizational priorities. The course positions leader well-being not as an individual concern, but as a strategic leadership responsibility that models healthy practices, strengthens staff morale, supports ethical decision-making, and contributes to sustainable improvement across schools and districts.

EDLE 7000 - Principles of Instructional Leadership
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course lays the foundation for the educational leadership student to transition into the role of instructional leader. The student is introduced to the theories and practices of leadership and organizational behaviors, to include vision development, and connects that knowledge to instructional leadership that facilitates school improvement. Attention is given to understanding ones self as leader, identifying core values and personal leadership styles, and practicing effective communication that facilitates positive interactions with internal and external stakeholders.

EDLE 7100 - School Law, Policy, and Ethics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to provide school administrators with proficiencies essential to school leaders for the effective, efficient, equitable, and ethical management of schools and districts. Students are taught to advance the best interests of all students in policy development, allocation of capital and human resources, and monitoring. Course content addresses the role of school leaders in working within the legal and policy frameworks affecting the schools and school personnel. Ethical standards for professional educator conduct are an integral part of this course.

EDLE 7200 - Using Data to Improve the School
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The course will provide students experiences in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies of interpreting and presenting data. Students will also explore (1) the use of data within curriculum, instruction, and comprehensive school improvement efforts and (2) how to develop a data driven culture within the school.

EDLE 7300 - School Operations for Student Learning

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students learn effective management principles for PK-12 schools in three core competencies: personnel, finance, and school safety. Using ethical frameworks when possible, emphasis is placed on aligning and developing efficient management processes that support school priorities and student learning.

EDLE 7304 - Administration of Special Education Programs
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 7316 - The Teacher and the Law
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

The aim of the course is to allow a student to investigate an area not covered in existing courses. Such independent study requires research skills and motivation to acquire an advanced level of knowledge and understanding in the topic. An integrated research paper of the reading is required.

EDLE 7385 - Special Topics
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

Studies of topics to engage graduate students with contemporary issues and concerns related to school leadership.

EDLE 7394 - Educational Workshop
(0 Lecture Hours 3.0 - 9.0 Lab Hours 3.0 - 9.0 Credit Hours)

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

EDLE 7395 - Educational Workshop
(0 Lecture Hours 3.0 - 9.0 Lab Hours 3.0 - 9.0 Credit Hours)

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

EDLE 7396 - Educational Workshop
(0 Lecture Hours 3.0 - 9.0 Lab Hours 3.0 - 9.0 Credit Hours)

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 7400 - Leadership for Student Learning
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course prepares aspiring leaders to create a framework of effective practices that work together to drive significant impacts on student achievement. Aspiring leaders will learn to confront the challenge of variability in student outcomes through access to a guaranteed and viable curriculum, careful monitoring of learning, and systemic interventions for students who struggle. Particular attention is given to the process of teachers and leaders working collaboratively in Professional Learning Communities to engage in collective inquiry and action research to achieve better results for the students they serve. *Candidates will be aware of and able to support teachers in the foundational concepts underlying the science of teaching reading, including the importance of systematic, structured literacy instruction emphasizing phonemic awareness, phonological awareness, decoding, word recognition, spelling, vocabulary knowledge, and comprehension.

EDLE 7500 - School and Community Engagement
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides students with the proficiencies essential for school leaders to foster a healthy, safe, and supportive school environment that builds and sustains productive community relationships. Students are taught to promote the success and well-being for every student through collaborative engagement and the development of a shared vision for the school community.

EDLE 7600 - Foundations of Teacher Leadership and Distributed Leadership
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course introduces candidates to the theoretical foundations and practical applications of teacher leadership within distributed and shared leadership models. Emphasis is placed on leadership identity development, ethical responsibility, and the evolving roles teacher leaders play in fostering collaborative and high-functioning schools. Candidates examine established teacher leadership frameworks and explore pathways such as instructional coaching, department leadership, and PLC facilitation. Through analysis of organizational leadership models and research on teacher influence, candidates develop the capacity to contribute meaningfully to decision-making structures that support instructional improvement and school effectiveness.

EDLE 7700 - Instructional Coaching and Mentoring for Teacher Leaders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course prepares teacher leaders to serve as instructional coaches and mentors who support continuous improvement in teaching and learning. Candidates examine coaching and mentoring models grounded in adult learning theory and practice skills related to observation, feedback, reflective dialogue, and instructional support. Candidates engage in applied coaching cycles designed to strengthen instructional practice, build professional trust, and support teacher growth across career stages.

EDLE 7800 - Curriculum, Instruction, and Assessment Leadership
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on the leadership skills necessary to guide coherent alignment of curriculum, instruction, and assessment. Candidates develop expertise in standards-aligned curriculum mapping, assessment literacy, and instructional alignment frameworks. The course emphasizes facilitating collaborative curriculum review processes and leading instructional improvement cycles at the school or team level. Candidates learn to support educators in translating standards into effective classroom practice while ensuring instructional coherence across grade levels and content areas.

EDLE 7900 - Data-Informed Decision Making and School Improvement for Teacher Leaders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course builds candidates' capacity to use data strategically to inform instructional decisions and school improvement initiatives. Emphasis is placed on data literacy, improvement science, and continuous improvement models such as Plan-Do-Study-Act (PDSA) cycles. Candidates analyze quantitative and qualitative data sources to monitor instructional effectiveness and student outcomes. Through applied improvement planning, candidates develop skills in evaluating initiatives, adjusting instructional strategies, and supporting evidence-based decision-making within collaborative school structures.

EDLE 8000 - Professional Learning Design and Facilitation

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course prepares candidates to design, implement, and evaluate sustained, job-embedded professional learning aligned to teacher and student needs. Grounded in adult learning theory, the course emphasizes teacher-led professional development models, PLC design, and facilitation strategies that promote collective responsibility and instructional growth. Candidates learn to assess the impact of professional learning on instructional practice and student outcomes while strengthening collaborative cultures focused on continuous improvement.

EDLE 8100 - Teacher Leadership Capstone
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This culminating course requires candidates to synthesize learning across the program through a school-based Teacher Leadership Capstone Project. Candidates engage in practitioner inquiry or action research to address an identified instructional or organizational need. The course emphasizes collaboration and systems thinking as candidates reflect on the design and implementation of improvement initiatives that support students, educators, and school communities.

EDLE 8301 - Educational Leadership Residency Lab I
(0 Lecture Hours 3 Lab Hours 3 Credit Hours)

This is the first of a three-semester course sequence (EDLE 8301, EDLE 8302, & EDLE 8303) designed to provide students with personalized field experiences where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students, in collaboration with a Leader Support Team (LST), will analyze current student learning data to identify strengths and areas for improvement. The analyzed data will guide the field experiences during the second and third residency lab course.

EDLE 8302 - Educational Leadership Residency Lab II
(0 Lecture Hours 3 Lab Hours 3 Credit Hours)

Prerequisite: EDLE 8301
This is the second of a three-semester course sequence (EDLE 8301, EDLE 8302, & EDLE 8303) designed to provide students with personalized field experiences where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students, in collaboration with a Leader Support Team (LST), will develop an Increasing Learning for All Plan (ILA) and Literature Review that will guide the field experiences during the third residency lab course.

EDLE 8303 - Educational Leadership Residency Lab III
(0 Lecture Hours 3 Lab Hours 3 Credit Hours)

Prerequisite: (EDLE 8301 and EDLE 8302)
This is the third of a three-semester course sequence (EDLE 8301, EDLE 8302, & EDLE 8303) designed to provide students with carefully crafted and personalized field experiences where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students, in collaboration with a Leader Support Team (LST), will develop an Individualized Action Research Performance Plan that will guide field experiences during each of the three residency lab courses.

EDLE 8304 - Leadership for Organizational Change and Improvement
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students examine a multi-frame approach to leadership and organizational change that promotes a collaborative and professional culture focused on continuous improvement. The multi-frame approach (i.e., reframing) helps students use different mental models or frames to analyze complex situations encountered in school leadership. Further, reframing advances the generation of viable alternatives when dealing with difficult circumstances, accelerating cultural shifts that enable stakeholders to interact productively in educational settings. Students demonstrate proficiency through performance-based tasks that require merging theory, research, and practice to address complex matters of leadership and change to improve academic success.

EDLE 8305 - Effective Management to Promote Student Learning
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students study and apply principles of effective operations and performance management in K-12 schools. Applying ethical principles and professional norms as the conceptual framework, students explore efficient and effective

organizational functions in personnel management, safety and emergency preparedness, and the use of technology to improve operations. Students will demonstrate proficiency by completing performance-based tasks.

EDLE 8306 - Instructional Leadership for Improving
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides educational leaders the opportunity to explore and use data-informed decision making to drive and sustain organizational and academic improvements in a school setting. Students will examine leadership and pedagogical strategies that promote a collegial environment focused on continuous improvement. Learning will be drawn from leadership theory and research on best practices, ethical principles, and professional norms in curriculum development, classroom instruction, student learning assessment, professional learning, and other areas that support the needs of all student populations in a learning-focused school environment. Students will demonstrate proficiency by completing performance-based tasks.

EDLE 8311 - Instructional Leadership
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: EDLE 6320
An advanced course in instructional leadership. Students will apply varying leadership styles in instructional settings depending on the developmental level of the faculty/staff being supervised. Students investigate various technical and interpersonal skills that are designed to improve the quality of instruction.

EDLE 8312 - School Finance and Resource Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to provide candidates with the knowledge and skills to allocate financial and human resources in ways that promote student achievement. Candidates learn effective problem-solving skills and operational planning in the implementation of fiscal, human, and material resource procedures.

EDLE 8314 - Local School Leadership
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course examines the roles and responsibilities of school-level leaders. Effective leadership practices are examined. The course provides a balance between theory and practice while emphasizing application of problem solving strategies for educational leaders.

EDLE 8316 - Educational Facilities
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 - Ethical Leadership in Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to provide educational leaders with a framework for constructing responses to ethical issues and dilemmas commonly faced by school and district administrators. A blend of leadership and ethics theory will inform practical application. Students will reflect on their personal ethical stances and how they impact their actions and choices. The ethics of decision making will be considered and students will draw upon past experiences to help

inform future ethical decision making abilities. This course also examines what it means to be an effective caring leader within a team and organization.

EDLE 8326 - Politics and Policy in Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Culture and the Pursuit of Excellence
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course examines the role of school culture as a foundational driver of academic excellence, organizational coherence, and collective well-being. Through critical analysis, applied case studies, and reflective leadership practice, students will explore how beliefs, values, rituals, communication patterns, and leadership behaviors shape the entire school environment. Emphasis is placed on understanding how trust, collaboration, and inclusivity influence achievement, belonging, and continuous improvement. Students will develop the skills and strategies necessary to engage and lead diverse groups of people, foster positive school cultures, and sustain environments where all members of the school community can thrive. Communication across differences is addressed within the context of students, teachers, and external stakeholders. Particular attention is given to preparation of leaders who can transform schools and districts in ways that create positive outcomes and promote high levels of achievement for all students.

EDLE 8330 - Group Leadership Techniques in Administration and Supervision
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 3 Lab Hours 3 Credit Hours)

Is a one-semester advanced clinical field experience which prepares students for educational leadership positions.

EDLE 9004 - Teaching the Adult Learner
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course examines theories of adult learning and practical application in the adult education process. Students will gain an understanding of andragogy and the contemporary adult education movement. Exploration of the six principles of andragogy will occur and include the: (1) learner's need to know, (2) self-concept of the learner, (3) prior experience of the learner, (4) readiness to learn, (5) orientation to learning, and (6) motivation to learn.

EDLE 9901 - Advanced Principles of Strategic Leadership
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: EDSI 9941
This course is designed for doctoral candidates preparing for high-impact leadership roles. Leadership is a pervasive element of educational practice; throughout their careers, school leaders continuously navigate the dual experiences of guiding others and being guided themselves. While many educators can distinguish between effective and ineffective leadership, doctoral-level study requires a deeper, theory-driven understanding of how leadership shapes the strategic direction, performance, and long-term sustainability of educational organizations. This course offers an advanced exploration of the strategic dimensions of school leadership, emphasizing the complex, interdependent forces that influence decision-making in contemporary educational systems. Students will engage with research and frameworks that illuminate how organizational structures, cultures, policies, and community contexts interact to support or constrain school improvement and strategic intent. Particular attention is given to the ways leaders diagnose systemic challenges, balance short- and long-term priorities, enact transformative change, and influence diverse stakeholders across and beyond their institutions.

EDLE 9902 - Advocacy, Influence, and Stakeholder Relations
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Educational leadership requires the ability to navigate complex political and cultural dynamics while advocating for improved opportunities and outcomes for all learners. This course examines how power, policy, governance structures, and community context shape decision-making within schools and districts. Students develop ethical advocacy strategies; apply tools for stakeholder analysis, and craft persuasive communication with internal and external stakeholders. Students learn to communicate with clarity and purpose across diverse audiences and practice effective engagement strategies with media. Through real-world case studies and applied practice, leaders cultivate the skills necessary to build coalitions, utilize data to inform messaging, respond strategically during moments of conflict or crisis, and influence policy to advance student success.

Education Mathematics Elementary

EDME 7271 - Elementary Mathematics I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on preparing K-5 Mathematics Endorsement candidates to: understand and use the major concepts of number and operations in mathematics for K-5, including expressing, transforming, and generalizing patterns and quantitative relationships through a variety of representations; In addition, candidates will: solve problems using

multiple strategies, manipulatives, and technological tools; interpret solutions; and determine reasonableness of answers and efficiency of methods; as well select and use a variety of formative and summative assessment techniques to monitor student progress, gauge students' mathematical understanding, and interpret school-based progress. Must be taken concurrently with EDME 7271L.

EDME 7271L - Elementary Mathematics I Lab
(0 Lecture Hours 2 Lab Hours 1 Credit Hours)

Supervised and coordinated series of real applications of the knowledge and skills occurring in actual K-5 classroom settings that allow students to further develop and demonstrate the knowledge and skills acquired in coursework. Residency experiences shall require demonstration of the content knowledge and pedagogical skills acquired in Elementary Mathematics I. Co-requisite: EDME 7271.

EDME 7272 - Elementary Mathematics II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on preparing K-5 Mathematics Endorsement candidates to: understand and use the major concepts of probability and data analysis for grades K-5, solve problems using multiple strategies, manipulatives, and technological tools; interpret solutions; and determine reasonableness of answers and efficiency of methods. In addition, this course will nurture collaboration, critical thinking, hands-on exploration, manipulative use, problem-based inquiry, technology utilization, and activity implementation addressing various learning styles; and will select and use a variety of formative and summative assessment techniques to monitor student progress, gauge student's mathematical understanding, and interpret school-based progress. Must be taken concurrently with EDME 7272L.

EDME 7272L - Elementary Mathematics II Lab
(0 Lecture Hours 2 Lab Hours 1 Credit Hours)

Supervised and coordinated series of real applications of the knowledge and skills occurring in actual K-5 classroom settings that allow students to further develop and demonstrate the knowledge and skills acquired in coursework. Residency experiences shall require demonstration of the content knowledge and pedagogical skills acquired in Elementary Mathematics II. Co-requisite: EDME 7272.

EDME 7273 - Advanced Strategies for Teaching Elementary Mathematics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: EDME 7271 and EDME 7272
Exploration of techniques and strategies for teaching mathematics in the elementary school, including diversity, data-driven instruction, grouping for instruction, and technology in the classroom. Co-Requisite: EDME 7273L

EDME 7273L - Advanced Strategies for Teaching Elementary Mathematics Lab
(0 Lecture Hours 2 Lab Hours 1 Credit Hours)

Supervised and coordinated series of real applications of the knowledge and skills occurring in actual K-5 classroom settings that allow students to further develop and demonstrate the knowledge and skills acquired in coursework. Residency experiences shall require demonstration of the content knowledge and pedagogical skills acquired in Advanced Strategies for Teaching Elementary Mathematics. Co-Requisite: EDME 7273

EDME 7274 - K-5 Mathematics Endorsement Residency
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 7403 and MATH 7423 and MATH 7413 and MATH 7523
Supervised and coordinated series of real applications of the knowledge and skills occurring in actual K-5 classroom settings that allow students to further develop and demonstrate the knowledge and skills acquired in coursework. Residency experiences shall require demonstration of the content knowledge and pedagogical skills delineated in program content standards. Authentic residency experiences shall occur in candidates assigned classrooms, as well as in settings other than candidates assigned classrooms to ensure experiences with diverse students and with student in the grade levels of the candidates' base certificate. The authentic residency includes a portfolio component. Successful completion of this course will allow previous program completers to convert to the new K-5 Mathematics Endorsement.

Education Mathematics and Science

EDMS 6001 - Assessment for Instruction
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with Valdosta State University as part of the GOML/MATC program.

EDMS 6105 - Transition into Teaching
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with Columbus State as part of GOML - MATC program.

EDMS 6115 - Knowledge of Students
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with Kennesaw State University as part of GOML/MAT program.

EDMS 6116 - Research in Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is part of the on-line MAT in Math & Sciences. This course will provide the student with the opportunity to acquire skills, knowledge, and strategies necessary to perform action or educational research. (Course fee required.)

EDMS 6131 - Becoming an Advanced Teacher
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to assist teachers in developing and connecting the advanced-level of competencies in all domains of the Georgia Framework for Teaching into their teaching practices. Emphasis is placed on exploring and applying the knowledge, skills and dispositions of teaching within each domain. This course is offered in partnership with Georgia Southern University as part of the GOML/MAT program.

EDMS 6216 - Practicum
(0 Lecture Hours 4 Lab Hours 2 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 2 Credit Hours)

This course is part of the on-line MAT in Mathematics/ Science. EDMS is a two hour course that will provide students with an in-depth opportunity to develop deep content and knowledge in math, science and how to support understanding with technology. Standards based instructional methods and design will be used to model for teachers and their curriculum related to math and science. Hands-on technology integration techniques provide scaffolding from the student's basic computer skills to foster skills in five interrelated areas of instructional proficiency: (1) Georgia's Performance Standards for Curriculum; (2) Integration of Modern and Emerging Technologies into Instructional Practice; (3) Classroom Management in Classrooms, Computer Labs, and 21st Century Learning Environments; (4) New Designs for Teaching and Learning; and (5) Enhanced Pedagogical Practices. This course satisfies the Georgia Special Technology Requirement.

EDMS 6485 - Student Teaching
(0 Lecture Hours 18 Lab Hours 9 Credit Hours)

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 6301 - Introduction to Research in the Human Sciences
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will become successful consumers of research through the introduction of principles of qualitative, quantitative, and mixed methods designs. Within these categories of research, students will learn the foundations of action research and single subject research.

EDRS 6302 - Conducting Literature Review Research in Human Sciences
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will gather, analyze, and critique academic research within their program area through the creation of a literature review.

EDRS 6303 - School-Based Research Methods
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

The course will provide students experiences in reviewing different types of data, analyzing data from multiple sources and in using different methodologies of interpreting and presenting data. Students will also explore (1) the use of data within curriculum, instruction, and comprehensive school improvement efforts and (2) how to develop a data drive culture within the school.

EDRS 6342 - School and Classroom Assessment
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 7000 - Data Analytics
(0 Lecture Hours 0 Lab Hours 3 Credit Hours)

In this course, students will acquire a fundamental understanding of data analytic techniques and software tools necessary to effectively generate applicable information from structured and unstructured datasets of any size. Students will learn to locate and analyze data and use the findings to make impactful decisions in a professional setting. They will gain experience using data management, visualization, and analysis tools and techniques and will design and complete projects focused on obtaining actionable insights from data. They will dive deeply into a chosen area of practice to fully prepare to use the knowledge gained in the program to add significant value in a professional setting. Further, the course will prepare students to utilize knowledge and skills to continue learning and adapting to new data analytic technologies.

EDRS 7101 - Program Evaluation I: Introduction to Program Evaluation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to evaluation. Topics include an overview of the history of evaluation and an introduction to important evaluation models and practices. An emphasis will be placed on defining evaluation and evaluation-specific methodological skills and practices relevant for conducting high-quality program evaluations.

EDRS 7102 - Program Evaluation II: Program Evaluation Development
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an in-depth examination of research designs and methods appropriate for program evaluation. An emphasis will be placed on the process of developing a program evaluation proposal adhering to professional and ethical standards.

EDRS 7103 - Program Evaluation III: Program Evaluation Implementation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on quantitative, qualitative, and mixed methods approaches to data analysis, and the process of reporting evaluation research findings. An emphasis will be placed on using software to summarize data, answer evaluation questions, and develop a comprehensive program evaluation report to applicable stakeholders.

EDRS 8301 - Educational Research Design
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will learn the general principles of educational research and research design in qualitative, quantitative, and mixed methods research. Students learn how to design, evaluate, and conduct educational research projects in their respective fields to investigate problems of practice.

EDRS 8302 - Educational Research: Theory and Practice
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: EDRS 8301
Students will study fieldwork and data analysis techniques of qualitative, quantitative, and action research methodologies used in educational research. Students learn correct behavior when working in the field, how to collect data using a variety of methods, and common approaches for analyzing data sources and reporting findings in educational research.

EDRS 8303 - Qualitative Analysis in Educational Research
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: EDRS 6301 or EDRS 6302
Theories, methodologies, and findings are examined from qualitative research: educational ethnography, case study, biography, interview studies, and historical document analysis. Techniques for data collection, analysis, and presentation are studies through the design and implementation of a research project.

EDRS 8304 - Advanced Literature Review Research in Human Sciences
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will gather, analyze, and critique academic research within their program area and topic of study to compose a detailed synthesis in a literature review outline. This literature review outline will directly inform either Chapter 2 of the student's dissertation or a research capstone project related to their degree program.

EDRS 9101 - Program Evaluation I: Introduction to Program Evaluation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to evaluation. Topics include an overview of the history of evaluation and an introduction to important evaluation models and practices. An emphasis will be placed on defining evaluation and evaluation-specific methodological skills and practices relevant for conducting high-quality program evaluations.

EDRS 9102 - Program Evaluation II: Program Evaluation Development
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an in-depth examination of research designs and methods appropriate for program evaluation. An emphasis will be placed on the process of developing a program evaluation proposal adhering to professional and ethical standards.

EDRS 9103 - Program Evaluation III: Program Evaluation Implementation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on quantitative, qualitative, and mixed methods approaches to data analysis, and the process of reporting evaluation research findings. An emphasis will be placed on using software to summarize data, answer evaluation questions, and develop a comprehensive program evaluation report to applicable stakeholders.

EDRS 9105 - Applied Qualitative Research for School Improvement
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on the use of qualitative methods of research, including both the theoretical perspectives underlying qualitative methodologies and the methods of collection and analysis of qualitative data sources, in educational studies. It emphasizes generating qualitative data through common methods for educational research, such as observations and interviews, and the analysis of work samples. Students become skilled at using methods of qualitative research to evaluate educational issues. In addition, students examine strategies for thematic and other forms of analysis of qualitative data. Throughout the course students collect and analyze educational data.

EDRS 9106 - Applied Quantitative Research for School Improvement
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course introduces doctoral students to quantitative research methods commonly used in education and social sciences. Emphasis is placed on designing and conducting empirical studies. Students will learn to identify appropriate data sources, select effective data collection techniques, and apply both descriptive and inferential statistical analyses. By the end of the course, students will be able to use quantitative methods to support empirical inquiry and inform data-driven decisions.

Education Science Elementary

EDSE 7271 - Life Science For In-Service Elementary Teachers
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to reinforce and extend life science concepts for elementary teachers such that they can then design instruction that is appropriate for elementary students. The course will address basic concepts of life science using investigative, problem solving instruction. Students will be involved in concept building through discussion, laboratory, and field based experiences. Data gathering, analysis, and presentation will be a part of each topic. Additional professional resources from current literature will augment the information provided from the text and classroom discussions.

EDSE 7272 - Physical Science for In-Service Elementary Teachers
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to reinforce and extend physical science concepts for elementary teachers such that they can then design instruction that is appropriate for elementary students. The course will address basic concepts of the physical sciences using investigative, problem solving instruction. Students will be involved in concept building through discussion, laboratory, and field based experiences. Data gathering, analysis, and presentation will be a part of each topic. Additional professional resources from current literature will augment the information provided from the text and classroom discussions.

EDSE 7273 - Earth and Space Science for In-Service Elementary Teachers
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to reinforce and extend earth science concepts for elementary teachers such that they can then design instruction that is appropriate for elementary students. The course will address basic concepts of the earth sciences using investigative, problem solving instruction. Students will be involved in concept building through discussion, laboratory, and field based experiences. Data gathering, analysis, and presentation will be a part of each topic. Additional professional resources from current literature will augment the information provided from the text and classroom discussions.

EDSE 7274 - Pedagogical Strategies and Residency Requirements for Inquiry-Based Elementary Science Instruction
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

Prerequisite: EDSE 7271 and EDSE 7272 and EDSE 7273
Candidates will use current research and literature related to the content, methodology, skills, and appropriate materials to explore various ways to engage K-5 children in learning life, earth, and physical sciences. Instructional approaches will be based on the premises that all students can learn science and that effective science learning occurs when

students utilize the various processes of science. Through this course candidates will also develop and complete the authentic residency requirements for completion of the K-5 Science Endorsement as described in PSC Rule 505-3.69. Course prerequisites may all be taken concurrently.

Education School Improvement

EDSI 7385 - Special Topics in School Improvement
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

Prerequisites - Must be an active Doctoral student in the School Improvement program.
Studies of topics to engage graduate students with contemporary issues and concerns related to school improvement. Description of specific course to be inserted at time of offering. May be repeated for credit.

EDSI 9171 - Program Evaluation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

EDSI 9901 - Doctoral Seminar
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will evaluate scholarly research and completed dissertations for appropriate 1) research alignment, 2) organizational theoretical/conceptual frameworks, 3) program supported methodologies, 4) academic writing for doctoral-level work, and 5) APA Style. May be repeated once for credit as needed (six total hours).

EDSI 9902 - Dissertation Mentoring Section 2
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

Prerequisite: EDSI 9901
The purpose of this course is to continue the process of assisting candidates with moving from the role of student to that of emerging scholar and researcher through making steady progress toward completing the dissertation process. Students will understand the dissertation process and create a plan for the direction of their program of study including selecting topics of concentration, conducting research, and writing multiple dissertation plans based on a variety of research methods and approaches.

EDSI 9903 - Dissertation Mentoring Section 3
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

Prerequisite: EDSI 9902
The purpose of this course is to continue the process of assisting candidates with moving from the role of student to that of emerging scholar and researcher through making steady progress toward completing the dissertation process. Students will understand the dissertation process and create a plan for the direction of their program of study including selecting topics of concentration, conducting research, and writing multiple dissertation plans based on a variety of research methods and approaches.

EDSI 9923 - The Authentic Leader: Reflective and Culturally Proficient Practices for the 21st Century School
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course explores the changing landscape of K-12 education and the need for reflective leaders prepared to respond to the demands of today's schools. Rooted in principles of self-awareness, relational transparency, and value-driven action, this course prepares doctoral candidates to lead reflectively and responsively in complex educational environments. Emphasis is placed on aligning leadership identity with purpose, cultivating trust, fostering responsive practices, and sustaining personal and organizational growth in dynamic school settings.

EDSI 9925 - Policy Analysis for School Improvement
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is an advanced study of educational policy; the intersection of policy, law, and ethics; and the impact of these on education broadly and school improvement specifically. It is designed to enable educators to become knowledgeable, effective, and responsible actors within the political context of schooling.

EDSI 9933 - Leadership for Change
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course addresses the theories and processes of change in societies, cultures, and organizations with particular emphasis on change within the educational systems. Completion of this course will enable students to effectively use theories and processes in their role as change agents within their own educational environments. Change strategies that lead to school improvement are emphasized.

EDSI 9941 - Organizational Theories and School Improvement
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students build a conceptual understanding of the knowledge base that shapes organizations, human behavior in organizations, and school improvement. Students learn current theories of administration, contributions of behavioral science research to solving administrative problems, and the implication of theoretical orientations to school improvement. Organizational climate and culture, socialization and human behavior, and decision making are key themes. A course focus includes learning the dimensions of organizational qualities that contribute to school improvement as well as strategies to recognize and address any dysfunction that inhibits organizational functions.

EDSI 9942 - Advanced Instructional Practices to Improve Schools
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students learn to improve curriculum and instruction in K-12 schools by examining the relationship between curriculum, instructional improvement, and teacher development. Students discover the changing role of an instructional leader as it relates to the instructional program and its impact on school improvement. Students will investigate pertinent research and best practices in instructional leadership, learning theory, climate and culture, effective teaching methods, and professional development.

EDSI 9943 - Advanced Principles of School Improvement
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will investigate pedagogies, structures, organizational models, curricular approaches, and the research that supports authentic school improvement. Attention is given to implementation processes and how to systematically extend improvements to scale. Students will examine these concepts in the context of school turnarounds, innovative practices, school reform, and high-performing schools.

EDSI 9960 - Research Design
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an overview of quantitative, qualitative, and mixed methods research designs. Students will learn the fundamental components of research design including developing research questions, reviewing scholarly literature, exploring theory and theoretical frameworks, and the role of ethics in educational research.

EDSI 9961 - Quantitative Research Methods
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course introduces the graduate student to basic methods of empirical inquiry used in education, nursing, and related social sciences. Quantitative research designs commonly used in these disciplines are emphasized. Students will learn how to select samples, identify appropriate measurement instruments, analyze data descriptively, and apply a variety of inferential statistical tests to answer research questions.

EDSI 9962 - Qualitative Research Methods
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on the use of qualitative methods of research, including theoretical perspectives and methods of collection and analysis of qualitative data sources in educational studies. It emphasizes analysis of work samples, observations, inquiry data, artifacts, and other sources of data. Students become skilled at using methods of qualitative research to evaluate school improvement issues. In addition, students examine strategies for thematic and other forms

of analysis of observational and inquiry data. Throughout the course students collect and analyze school improvement data.

EDSI 9963 - Action Research for Change I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course begins a two semester site-based research experience during which students conduct a school improvement project. Students reflect on practice to identify a research problem, conduct a review of literature to provide a theoretical base for their studies, develop research questions, and plan methods for data collection and implementation.

EDSI 9964 - Advanced Research Seminar
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

In this course students will strategically begin data collection and analysis processes for their individual research studies. Students will learn how to interpret and write results, discussions, and implications for their studies related to existing literature and theoretical frameworks.

EDSI 9995 - Capstone I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: EDSI 9923, EDSI 9171, EDSI 9960, EDSI 9941, EDSI 9961, and EDSI 9925
Capstone I introduces doctoral candidates to the foundational processes of applied inquiry within the Ed.D.in School Improvement. Candidates identify a problem of practice grounded in their professional context and engage in systematic review and synthesis of scholarly literature and evidence-based best practices to inform improvement efforts. Emphasis is placed on collaborative development of focused capstone project question(s), application of current APA writing standards, and selection of appropriate research methods aligned to school improvement goals. Candidates examine core methodological components, including sampling, instrumentation, data collection, and analysis, and culminate the course by developing and presenting a capstone proposal that articulates the problem, literature base, project questions, and preliminary design for improvement-focused research.

EDSI 9996 - Capstone II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prequisites: EDSI 9995
Capstone II builds upon the proposal developed in Capstone I and focuses on the implementation, analysis, and communication of an applied school improvement project. Doctoral candidates collaborate to develop and execute a structured data collection timeline while demonstrating ethical research practices and applied methodological skills. Emphasis is placed on professional written and verbal communication to clearly articulate research processes and findings. Candidates critically analyze and evaluate project data to assess improvement outcomes and inform evidence-based decision making. Capstone II prepares candidates to translate findings into actionable insights that support continuous improvement within educational systems.

EDSI 9997 - Capstone III
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: EDSI 9996
Capstone III represents the culminating course in the Ed.D. in School Improvement capstone sequence. Building on the research design established in Capstone I and the data collection and analysis conducted in Capstone II, doctoral candidates synthesize and interpret complex project findings to address a defined problem of practice. Emphasis is placed on producing high-quality professional writing that integrates scholarly literature and applied findings to inform school improvement efforts. Candidates develop and deliver a capstone presentation that clearly communicates the project's questions, design and methods, findings, and actionable recommendations. Capstone III prepares candidates to lead improvement initiatives through evidence-based decision making and effective scholarly communication.

EDSI 9998 - Research for Doctoral Dissertation
(1.0 - 5.0 Lecture Hours 0 Lab Hours 1.0 - 5.0 Credit Hours)

Prerequisites: Consent of dissertation chairperson and admission to candidacy.
Students develop and carry out an independent research project in school improvement. A minimum of nine semester hours in this course is required for graduation. Continuous enrollment is required while working on the dissertation project.

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

ENGL 5000 - Studies in British Literature I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Topics rotate: Medieval Literature: An examination of medieval English literature in its various aspects, considering texts in their historical context. Renaissance Literature: An investigation of Renaissance literature in its various aspects, including, but not limited to, poetry, prose, and drama, and a consideration of that literature as a part and product of its historical period. Seventeenth Century British Literature: An investigation of significant issues, themes, and ideologies in selections of seventeenth-century British literature studied in terms of their original cultural context. Eighteenth Century British Literature: A topic-centered examination of drama, fiction, poetry and other textual expression from Restoration and eighteenth-century Britain. Works may be studies in their historical, political, cultural and aesthetic context. May be repeated for credit as topic varies.

ENGL 5002 - Studies in British Literature II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Topics rotate: British Romanticism: An investigation of issues, themes, and ideologies in selections of British Romantic literature studies in terms of their original cultural context. Victorian Literature: An in-depth analysis of Victorian literature in its original historical, political, cultural and aesthetic contexts. Twentieth-Century British Literature: An in-depth examination of selected twentieth-century texts from the British Isles studied in the context of relevant social, political and cultural issues. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States. May be repeated for credit as topic varies.

ENGL 5003 - Studies in American Literature I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Topics rotate: Colonial and Early American Literature: An examination of representative literary works from exploration and discovery through the era of the new American republic. American Romanticism: An examination of representative American literary works from the nineteenth century through the Civil War. American Realism and Naturalism: An examination of the American literary arts based in an aesthetic of accurate, unromanticized observation/representation of life and nature that flourished in the post-Civil War era. May be repeated for credit as topic varies.

ENGL 5005 - Studies in American Lit. II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Topics Rotate: Twentieth-Century American Literature: An in-depth examination of ideas and issues prevalent in twentieth-century American literature in its historical, political, cultural and aesthic context. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States. May be repeated for credit as topic varies.

ENGL 5106 - Studies in Genre
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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. May be repeated for credit as topic varies.

ENGL 5109 - Film as Literature
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of films as texts through historical, aesthetic, thematic, and/or cultural questioning and analysis.

Typical offerings may include Film and the Novel; Representations of War in Film; Film Censorship and the Marketplace; etc. May be repeated for credit as topic varies.

ENGL 5170 - Studies in African-American Literature
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of the African-American tradition in literature.

ENGL 5180 - Studies in Regional Literature
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

An investigation of aesthetic and cultural issues pertinent to the production of literature by women. Typical offerings will rotate among topics related to literature by women in the United States, the British Isles, or other parts of the world. May be repeated for credit as topic varies.

ENGL 5188 - Studies in Individual Authors
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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.

ENGL 5210 - Advanced Creative Writing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An intensive experience in writing in one of the following genres: fiction, poetry, creative non-fiction, or screenwriting. May be repeated for credit as topic varies.

ENGL 5295 - Studies in Young Adult Literature
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An advanced examination of a wide range of literary texts appropriate for use in grades 7-12, focused so that students will develop an understanding of the basic reading processes, including reading assessment, comprehension strategies, and techniques for corrective reading, as well as a series of effective methodologies for promoting the critical appreciation of literature. Also covered are issues relating to the rights and responsibilities of various groups including teachers, school administrators, and parents involved in designing and implementing a literature curriculum.

ENGL 5300 - Studies in English Language
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 5304 - Advanced Writing in Disciplines
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Advanced composition course focusing on syntactical and rhetorical skills necessary for effective communication in a variety of professional settings and disciplines. Students will study the principles of sentence construction and persuasion, and learn to perform structural and functional analyses of both in order to address particular audiences in specific situations. They will also explore the relationship between multimodality and accessibility in the creation and reception of meaning. Open to all MA students.

ENGL 5310 - Studies in Literary Theory

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Graduate Director's permission.

ENGL 5383 - Reading for the Comprehensive Exam
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of a topic in literature, theory, and/or writing that transcends the boundaries of the fixed curriculum. May be repeated for credit as topic varies.

ENGL 5386 - Internship
(0 Lecture Hours 3 Lab Hours 3 Credit Hours)

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 5425 - Dynamic Writing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to graduate study
Explores the variety of writing contexts in the contemporary workplace, considering composition as a process that involves multiple modes of communication and delivery. Topics: writing for page, web and video and applying practices from both written and visual rhetoric. Crosslisted with ENGL 4425 at the undergraduate level.

ENGL 5430 - Ethics and Writing with AI
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to graduate study
Explores developing conversations regarding the use of AI in the workplace, with particular attention to research and writing applications. Explores ethical applications of AI for writing and editing, understanding of the ways that AI bots are trained and maintained, strategies for using AI effectively while maintaining individual voice and research integrity.

ENGL 6105 - Seminar in British Literature I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6200 - Creative Writing Practice
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to English graduate study
Seminar focused on specialized areas of creative writing practice; variable topics such as "Writing Young Adult Fiction" or "World-building for Fantasy and Science Fiction."

ENGL 6301 - Seminar in English Pedagogy
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to English graduate study
Variable topic course focused on strategies for teaching of writing and literature. Sample topics include "Teaching Writing," "Creative Writing Pedagogy" or "Teaching American Literature."

ENGL 6385 - Seminar in Special Topics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 3 Lab Hours 3 Credit Hours)

Research and preparation of an M.A. thesis under the supervision of an approved faculty advisor. Must be taken in the semester(s) the thesis project is prepared and submitted.

ENGL 6400 - Professional Writing Practice
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to graduate study in English
Variable topic course focused on specialized issues in professional writing. Topics might include "Grant Writing" or "Business Writing in Cross-Cultural Contexts."

ENGL 6405 - Telling and Selling Your Story
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to graduate study in English
This course explores strategies from the study of narrative to help students understand how to craft stories - about a company, product or about their own creative work -- for particular audiences. Topics include understanding audiences, applying narrative techniques to business writing contexts and promoting one's work for diverse audiences across digital platforms.

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

FINC 5571 - Derivative Markets
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A study of the major financial tools and techniques through problem solving and case studies.

FINC 6542 - Investment Analysis and Portfolio Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Study of securities markets and security analysis for portfolio planning.

FINC 6561 - International Management of Financial Institutions
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Designed as a study of the financial management of financial institutions with an emphasis on international aspects.

FINC 6585 - Special Problems in Finance
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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

FINC 6586 - Internship
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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

Foreign Languages

FORL 5300 - Seminar in Global Studies
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission to Teacher Education program
This course will have variable content focusing on issues related to applied linguistics, foreign language acquisition, and/or pedagogical approaches. Possible topics include: Foreign Language Curriculum Planning, Discourse in the Language Classroom, Community-Based Learning and Language Education, and Culture in the Language Classroom. Course may be taken more than once with different topics.

FORL 6100 - Issues in Applied Linguistics and Secondary Language Acquisition
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A course designed for students to develop skills and strategies in teaching and planning foreign language instruction at the P-12 levels.

FORL 6699 - Master's Thesis
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

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

FREN 5501 - Foreign Language Teaching in Elementary Schools
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A study of selected works by major French writers of the twentieth century.

FREN 6230 - French Drama
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Approved readings, reports, and/or directed Study Abroad.

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

GEOG 5049 - The Economic Geography of Resources
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

GEOG 5086 - Internship
(0 Lecture Hours 3 Lab Hours 3 Credit Hours)

GEOG 5103 - Geography of Soils and Water
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

GEOG 5411 - Scientific Communication
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

GEOG 5551 - Introduction to GIS and Mapping Science
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An introduction to GIS, mapping and geospatial sciences. Topics include introductory GIS, map projections, land partitioning systems, map reading, map analysis, GPS, map making, aerial photography, and remote sensing. This course will guide students to GIS, mapping sciences and emerging geospatial technologies.

GEOG 5553 - Geographic Information Systems
(2 Lecture Hours 2 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

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

GEOG 5563 - Remote Sensing
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

Remote sensing of land, ocean, and atmosphere, including the response of earth materials to electromagnetic radiation; sensors and systems for earth observations; interpretation of imagery; mapping for environmental assessment, resource exploration, oceanographic, and other applications.

GEOG 5643 - Urban Geography
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

An advanced course on the evidence for, and theories of, environmental variability over time.

GEOG 6082 - Directed Problems
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: GEOG 5553
Directed research with GIS and/or geospatial technologies.

GEOG 6446 - Special Topics
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

Prerequisite: GEOG 5553
This course covers special topics to meet contemporary needs of GIS technologies and applications. A range of topics including, but not limited to, environmental GIS, planning GIS, enterprise GIS, LiDAR, Web-GIS, Voluntary GIS, neocartography, or military GIS applications may be taught through this course.

GEOG 6677 - Image Processing
(3 Lecture Hours 2 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

An advanced course in GIS and geospatial data analysis. Topics include enterprise GIS applications, spatially- enabled RDBMS, advanced issues in GIS, organizational issues, GIS modeling, geostatistics, and contemporary geospatial techniques. Project required.

GEOG 6755 - GIS Database Design
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

Prerequisite: GEOG 5553
This is an advanced course in GIS databases and enterprise GIS database implementation. It is focused on the creation and administration of GIS databases. It introduces the concepts of database structure and the integration of spatial and attribute data. Topics include metadata creation, database development, querying, and administration.

GEOG 6757 - Programming and Customization in GIS
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

Prerequisite: GEOG 5553
This is an advanced course in GIS focusing on application development and customization. Programming languages are used to develop GIS applications. In this course students will gain a solid understanding of the fundamentals of customization and programming in a GIS environment.

GEOG 6893 - Practicum in GIS
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

This is an applied practicum that fosters effective use of GIS. Students who successfully complete the course are able to create, manipulate, and manage geographic data to perform analysis tasks, to visualize geographic data, and to use geographic data analyses to support decision making. This course is designed to equip students with skills needed in the geospatial field. At least 16 credit hours from the program of study is required for registration.

GEOG 6895 - Project
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

This course is for creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses. Students can take up to six (6) credits. At least four (4) credits required for the non-thesis students. At least 23 credit hours from the program of study is required for registration.

GEOG 6993 - Thesis
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

This course is for thesis writing under the direction of the faculty advisor. Students can take up to six (6) credits. At least four (4) credits required for the thesis option students. At least 23 credit hours from the program of study is required for registration.

GEOG 7053 - Cultural Geography for Teachers
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 4 Lab Hours 4 Credit Hours)

Course is an introduction to remote sensing of land, ocean, and atmosphere, including the response of earth materials to electromagnetic radiation; sensors and systems for earth observations; interpretation of imagery; mapping for environmental assessment, resource exploration, oceanographic, and other applications. Teachers will complete a web-based project to access remote sensing imagery and develop age-appropriate learning activities for their class-rooms.

GEOG 7686 - Image Processing for Teachers
(2 Lecture Hours 2 Lab Hours 4 Credit Hours)

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 Lecture Hours 4 Lab Hours 4 Credit Hours)

Course explores the applications of GIS within all areas of social studies, including history, sociology, economics, anthropology, and political science, as well as applications in the fields of biology, earth and environmental sciences.

Geology

GEOL 5003 - Geomorphology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 2 Lab Hours 4 Credit Hours)

Chemical realms of the earth and geologic materials, chemistry of geologic processes, geo-chemical cycles, and special topics.

GEOL 5024 - Paleontology
(3 Lecture Hours 2 Lab Hours 4 Credit Hours)

A study of the classification, biology, distribution, and diversity of major invertebrate animals with a fossil record. The course is designed to integrate modern biological concepts as applied to fossil organisms. Students will study fossil organisms to develop an understanding of the principles of evolution, stratigraphic correlation, and paleoecology.

GEOL 5034 - Sedimentation and Stratigraphy
(3 Lecture Hours 2 Lab Hours 4 Credit Hours)

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 Lecture Hours 2 Lab Hours 4 Credit Hours)

Considerations of the geological processes by which commercial deposits of the major metals, non-metals, and fossil fuel are developed. Includes geologic management practices in mineral resources development.

GEOL 5063 - Plate Tectonics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 8 Lab Hours 4 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 5411 - Scientific Communication
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

GEOL 5985 - Selected Topics in Geology
(3.0 - 4.0 Lecture Hours 0 Lab Hours 3.0 - 4.0 Credit Hours)

Title and description of course to be specified at time of offering. May be repeated for credit.

GEOL 7004 - Earth Science for Secondary Science Teachers
(3.0 - 4.0 Lecture Hours 0 Lab Hours 3.0 - 4.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides fundamental information about the history of life on Earth, and assists students in discovering and developing resources for teaching this topic to K-12 students. This course will examine the fossil record, evolution, and the history of life on this planet.

GEOL 7154 - Earth Science for Elementary Teachers
(3.0 - 4.0 Lecture Hours 0 Lab Hours 3.0 - 4.0 Credit Hours)

An introduction to the basic principles of Earth Science designed to provide teachers with insights into the interrelationships between geological processes, earth materials, sea floors, and climates. Field experience is included.

GEOL 7203 - Oceanography for Teachers
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Presents fundamental principles, concepts, and information about the oceans for science and non-science teachers. Emphasis will be placed on development of teaching tools for application in the classroom.

GEOL 7584 - Selected Topics for Elementary Teachers
(3.0 - 4.0 Lecture Hours 0 Lab Hours 3.0 - 4.0 Credit Hours)

Study in any of the several branches of natural science. Credit allowable only for students enrolled in graduate programs in Education. May be repeated for credit.

GEOL 7594 - Selected Topics for Secondary Teachers
(3.0 - 4.0 Lecture Hours 1.0 - 4.0 Lab Hours 3.0 - 4.0 Credit Hours)

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.

Georgia Film Academy

GFA 6000 - Proseminar in Film & Television Production for Key Creatives
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

This course is a foundational study of the physical production process for Key Creatives in the film and television industry. Classroom lectures about the protocols and procedures of filmmaking will be supplemented by lab sessions utilizing industry-standard equipment and reinforcing on-set procedures for Key Creative positions (i.e., Producer, Director, Director of Photography, Production Designer, Screenwriter and/or Editor). Topics shall include film production organizational structure; procedures for conception and execution of production; job descriptions and duties in various film craft areas; nomenclature and use of professional on-set film equipment; and managerial functions of each of the Key Creative positions.

GFA 6020 - Camera & Lighting for Cinematographers
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

Prerequisites: GFA 6000
GFA 6020: Camera & Lighting for Cinematographers I will equip students with the skills and knowledge of set lighting and the use of the camera on a motion picture or episodic television set, with an emphasis on visual storytelling. Students will participate in goal-oriented class projects to demonstrate a working knowledge of lighting design and theory, camera placement and movement, lens selection, power distribution, fixture identification, set protocol and etiquette, setting lamps, department lingo, light theory, motion picture photographic theory, post-production image manipulation, and other crucial skills to work as a Cinematographer. An emphasis will be placed on set etiquette, including but not limited to, participation in exercises, attitude, professionalism and technique on and off set. This course introduces lighting on location, providing students with the knowledge to rig and light the most common situations a set lighting crew faces - day exteriors, day interiors, night exteriors and night interiors. In preparation for lighting a particular location, students will participate in location scouting to ascertain all resources needed - equipment, manpower and time. Contingent on securing a remote location, the class will choose a script with several scenes in one particular location, and then will light and "shoot" the various scenes. Upon completion of this course, students will be ready to embark on the process of visually translating the written word. This knowledge includes, but is not limited to, the theory, techniques, equipment, terminology, communications, specifications, and practices used by Cinematographers. Students will be required to demonstrate a thorough understanding of the manipulation of light and camera techniques for visual storytelling in feature films and cinematic television.

GFA 6040 - Post Production for Storytellers I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: GFA 6000
This course will introduce the concepts, terminology, and general/common workflows of contemporary digital post-production. Students will be introduced to Media Composer, Avid Technology's industry-leading film/video editing software. Topics will include essential functions, such as media management, ingestion of digital files, the EDL (Edit Decision List), utilizing assets like fonts and graphics, color correction and basic finished file exports and deliverables. Students will develop their skills by working on narrative and documentary projects, under the instructor's advisement. Selected software topics will be chosen primarily from Avid's certified training courses "Fundamentals of Avid Editing 1" (a.k.a. MC101) and "Fundamentals of Avid Editing 2" (a.k.a. MC110). Students will be provided with both of these Avid Certified course books. Students in this course will acquire the introductory skills necessary to create a "Rough

Cut" with Avid Media Composer and share it with others on the creative team via a digital file that includes a Timecode Burn-In Window.

GFA 7020 - Camera & Lighting for Cinematographers II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: GFA 6020
GFA 7020: Camera & Lighting for Cinematographers II further equips students with the skills and knowledge of cinematography on a motion picture or episodic television set. Students will build on their foundational knowledge by participating in goal-oriented class projects. Students will also learn about aesthetics, working with other departments, choosing lenses to achieve different audience experiences, continuity, methods, and more. Set etiquette will continue to be a high priority including, but not limited to, participation in exercises, attitude, professionalism, and technique on and offset. Safety will always be a topic of discussion when appropriate.

German

GRMN 5300 - German Civilization
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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.

Graduate School

GRAD 7000 - Prior Learning and Work Experience
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

This course is an administrative course for students seeking credit for prior learning or work experience. Students in this class will be assigned a faculty sponsor to assess their prior learning or work experience that could be used for credit applied to their specific degree program. Enrollment in this class does not guarantee credit will be assigned and is a 0 credit course for administrative purposes only.

Health and Community Wellness

CMWL 6100 - Lifestyle Medicine and Integrative Health
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will examine lifestyle medicine interventions used to prevent chronic diseases. Students will examine population healthcare systems and the integration of the wellness professional. Students will apply lifestyle medicine approaches to develop a self-care plan.

CMWL 6200 - Behavior Change Strategies for Well-Being
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on theoretical constructs and behavior change strategies that facilitate health behavior change. There will be an emphasis on theories and approaches designed to support readiness-to-change, motivation, self-determination, and goal-setting.

CMWL 6300 - Mind Body Wellness
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will examine the relationship between psychological and physiological processes in the body. Students will learn specific techniques, such as mindfulness and self-compassion, to support positive mind-body connections for themselves and clients.

CMWL 6400 - Physical Well-being for the Professional
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will examine relevant guidelines and recommendations for health promotion and disease prevention. It will provide a broad framework for understanding physical aspects of health promotion, including but not limited to exercise, hydration, sleep, and nutrition, to identify and minimize risk factors for chronic diseases.

CMWL 6500 - Technology in Integrative Wellness
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course examines effective and equitable uses of health technologies for sustainable behavior change. Students will review current literature on health technologies to understand the mechanisms that encourage health behavior change and identify best practices for practical application.

CMWL 6600 - Wellness Law and Entrepreneurship
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an overview of the legal landscape, leadership and entrepreneurship skills, and ethical responsibilities around the development of an integrative health and wellness coaching business. Students will learn to develop a coaching business that leverages their skills and interests while also reducing legal risk.

CMWL 6700 - Personal and Professional Development for the Health and Wellness Coach

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides students with leadership development, social emotional learning skills, problem solving skills, effective decision making, and team building skills to aid in personal growth and professional development.

CMWL 6800 - Research and Grants in Integrative Health and Wellness
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course explores research and grants and their application in the field of health and wellness.Topics will include qualitative and quantitative research methods, ethical considerations, evaluation and application of existing literature, and identifying project opportunities. Emphasis is placed on developing practical skills for creating research and grant proposals, identifying funding sources, effectively communicating research findings, and utilizing research to support the improvement of health outcomes and promotion of wellness.

CMWL 7000 - Advanced Wellness Coaching
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

In this course, students will implement advanced theory, skills, and techniques related to guiding groups and individuals through meaningful lifestyle changes. Students will learn and apply approved competencies in health and wellness coaching structure and process. Students will complete a practical skills assessment supervised by NBC-HWC faculty as part of this class.

CMWL 7100 - Capstone (Culminating Experience)
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: CMWL 7000
This course will help students apply the 24 hours of coursework in integrative health and wellness coaching. Students will develop a health and wellness coaching mission statement, create a coaching manual, provide real-world coaching sessions, receive supervision and feedback, and develop long-term behavior change techniques based on theory and peer-reviewed research. This course presents opportunities for students to pursue practical work in their chosen field of study that relates to their professional plans. It is expected that the student has completed coursework and the necessary experience to carry out the objectives of the course as well as possess the habits and motivation to be of benefit to the client or sponsoring agency. Furthermore, the student must understand that he/she represents the University of West Georgia during the entire course and therefore should act professionally and ethically at all times.

Higher Education and Student Affairs

HEDA 6170 - Student Affairs in Higher Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course offers a holistic exploration of the dynamic field of student affairs, emphasizing its pivotal role within the intricate landscape of American higher education. Through a nuanced examination of philosophical, historical, and theoretical foundations, students will gain profound insights into the multifaceted dimensions of the profession. This course seeks to cultivate a comprehensive understanding that prepares students for meaningful engagement in the field by delving into the cultural and organizational contexts of student affairs work.

HEDA 6172 - Social Theory in Higher Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Social Theory in Higher Education delves into the intricate intersections of social, cultural, economic, and political factors, unveiling their profound influence on the dynamics of higher education institutions. Through an exploration of various social theories, this course equips students with analytical tools to critically examine and contribute to the evolving landscape of higher education.

HEDA 6174 - Higher Education Administration
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Embark on a transformative journey in higher education administration with this innovative course. Designed for aspiring leaders, HEDA 6174 blends strategic thinking, technological integration, and global perspectives to equip you with the skills needed in today's dynamic academic landscape.

HEDA 6175 - Economics and Finance in Higher Education

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Explore the economic principles and financial practices shaping American colleges and universities in HEDA 6175. This course offers a thorough examination of the financial landscape within higher education. Students gain insights into the economic forces driving the higher education sector by blending theory with practical applications. This course equips students with a comprehensive understanding of higher education's economic and financial intricacies. This objective guides learners in exploring theoretical foundations and practical applications, fostering skills and insights crucial for effective decision-making and leadership in the dynamic landscape of higher education.

HEDA 6176 - Law and Higher Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This advanced-level course offers a comprehensive examination of pivotal laws, court rulings, and regulations that profoundly impact both public and private colleges and universities. Encompassing an exploration of student and faculty contractual and constitutional rights, federal financial aid and civil rights legislation, privacy statutes, and tort law, the course provides a nuanced understanding of the legal landscape within higher education.

HEDA 6177 - Applied Research and Assessment in Higher Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Tailored for aspiring higher education professionals, HEDA 6177 equips students with the knowledge and skills to conduct meaningful research and evaluation in diverse higher education settings. This course offers a comprehensive platform for master's students to delve into the intricacies of research and analysis in higher education. Through a blend of theoretical understanding and practical application, students will emerge equipped to contribute meaningfully to evidence-based decision-making and continuous improvement within diverse higher education settings.

HEDA 6178 - Students in American Higher Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This graduate-level course comprehensively explores the experiences, challenges, and diversity within student populations in American higher education. Aligned with ACPA/NASPA Professional Competencies, it equips students with essential knowledge and skills for understanding and actively supporting student success in the dynamic landscape of American higher education. Students will gain a comprehensive understanding of the diverse experiences and needs of student populations, empowering them to actively support student success in American higher education.

HEDA 6179 - Capstone: Investigative Study in Higher Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: HEDA 6175 and HEDA 6176
During the capstone course, students will be working on a project to illustrate mastery on a topic they have identified to investigate further within the field of higher education. Students will apply the knowledge and skills they have gained through coursework and their internship to present their work at the end of the program.

HEDA 7145 - Diversity in Higher Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

HEDA 7145 empowers students with actionable insights and skills in diversity leadership within the higher education environment. This course strategically blends theory and practice, guiding learners to develop a nuanced understanding of their leadership potential and cultivate advocacy proficiency in the dynamic landscape of higher education. HEDA 7145 focuses on personal leadership development and the cultivation of values, knowledge, and skills essential for effective advocacy and collaboration in higher education, and places special emphasis on honing skills in planning, organizing, coordinating, and delivering programs that drive systematic change. Students engage in using data to identify needs, dismantle barriers, and mobilize resources, ultimately aiming to instigate transformative change within higher education.

HEDA 7180 - Organization and Governance in Higher Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides a comprehensive understanding of the intricate fabric that defines and guides institutions of higher learning. This course aims to provide students with actionable insights and practical skills, fostering a nuanced understanding of organizational theories, governance structures, and leadership dynamics. By the course's end,

participants will be equipped to navigate and contribute effectively within the complex landscape of American higher education.

HESA 6170 - Foundations of College Student Affairs
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides a comprehensive introduction to the field of student affairs and its role within the context of American higher education. The course will examine the philosophical, historical, and theoretical foundations of the profession, and students will learn about the cultural and organizational contexts of student affairs work. It will introduce students to the various functional areas within student affairs, diversity of institutional types and student populations, and contemporary issues of the profession, and provide them with a broad foundation of knowledge to which subsequent study, practitioner skills, and research strategies may be added.

HESA 6172 - Theories of College Student Development
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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.

HESA 6174 - Higher Education Administration
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

HESA 6175 - Student Affairs Practicum
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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.

HESA 6176 - Campus Crisis, Ethical, and Legal Issues
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will introduce students to legal and ethical issues confronting student affairs practitioners, including key concepts, federal law, and court cases. This course also provides a brief introduction to the theory and practice of crisis intervention and trauma counseling as it relates to crisis response on college campuses. Students will be prepared to recognize, understand, and respond to the needs of individuals who are experiencing or have experienced community level crises, disasters, or trauma.

HESA 6177 - Theory and Assessment of Educational Environments
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The purpose of this course is to focus on the dimensions of human environments as tools for understanding the effects of colleges and universities on students. Theories of human environments will be applied to an understanding of various educational settings, with consideration given to the policies that guide and applications that shape educational practice.

HESA 6178 - The American College Student
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

HESA 6179 - Capstone Seminar: Student Affairs
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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.

HESA 7145 - Advocacy and Leadership
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course emphasizes 'theory to practice' by providing experiences that allow students to assess and develop their personal leadership while emphasizing the values, knowledge and skills required for effective advocacy and brokering of services through consultation and collaboration. Special emphasis is placed on the development of skills in planning, organizing, coordinating and delivering programs that generate systematic change. Use of data to identify needs, remove barriers and mobilize resources in higher education in order to affect change.

HESA 7152 - Research and Program Evaluation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to provide college student affairs candidates with the research knowledge and skills necessary to understand and conduct research for practical implications in a higher education environment. An emphasis will be placed on the collection and use of quantitative and qualitative data to evaluate programs.

HESA 9210 - History of Higher Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A review of the historical progression of higher education and an introduction into the contemporary issues confronting higher education today with a focus on the relationship between the historical perspectives of higher education and its relationship to current practice.

HESA 9211 - Organizational Theory
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Review of organizational theories that contribute to the development of human capital and effective operating systems.

HESA 9212 - Advanced Seminar in Leadership
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will study several theoretical perspectives that have gained some credibility and research basis over the last several decades. Literature and theory will be reviewed to inform students of the individual role of leadership and its ability to envision, plan, and affect change in organizations and persons.

HESA 9213 - Critical Issues and Trends in Higher Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: HESA 9210, HESA 9212
Utilizing a historical perspective of higher education, students will review critical issues affecting higher education. Students will think critically about these issues and develop a plan using theory and literature to address a critical issue in higher education.

HESA 9214 - Analysis of Higher Education Literature
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: HESA 9210
The literature in higher education is vast and this course is designed to introduce students to that literature in a way that not only informs their practice, but also helps them evaluate the literature from an analytical lens. By reviewing the literature, this course will also afford students the opportunity to begin evaluating resources for the dissertation.

HESA 9215 - Advanced Legal Issues and Policy Analysis
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: HESA 9211
Review and analyze current legal issues and public policy influencing higher education with an emphasis on the method of analysis and interpretation of the legal issue and public policy as it is applied to higher education.

HESA 9216 - Values and Ethics in Higher Education Leadership

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Involves knowledge, skills, and dispositions that connect the values and ethics of the student affairs profession to one's current professional practice.

HESA 9217 - Diversity Issues in Higher Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Consideration of the process and goal for including knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups in a higher education setting while seeking to address and acknowledge the issues of oppression, privilege, and power.

HESA 9218 - Higher Education Finance and Advancement
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The development and management of finances, capital projects, and university advancement is the focus of this course. Budget development and project management is also included.

HESA 9219 - Governance in Higher Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: HESA 9211
Application of organizational theory as it relates to the governance structure of higher education. Governance topics include, but are not limited to, various reporting structures in the world as it relates to governance of higher education, human capital, formal evaluation of staff, and use of physical resources to enhance current organizational structures in higher education.

HESA 9220 - Enrollment Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: HESA 9219, HESA 9218
Enrollment management strategies and theories in higher education that facilitate practice in the areas of retention, progression, and graduation.

HESA 9221 - Qualitative Research in a Higher Education Environment
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on the use of qualitative methods of research, including theoretical perspectives and methods of collection and analysis of qualitative data sources relevant to a higher education environment. It emphasizes analysis of work samples, observations, inquiry data, artifacts, and other sources of data. Students become skilled at using methods of qualitative research to evaluate issues in colleges and universities. In addition, students examine strategies for thematic and other forms of analysis of observational and inquiry data.

HESA 9222 - Quantitative Research in a Higher Education Environment
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course introduces the graduate student to basic methods of empirical inquiry used in higher education. Quantitative research designs commonly used in higher education are emphasized. Students will learn how to select samples, identify appropriate measurement instruments, analyze data descriptively, and apply a variety of inferential statistical tests to answer research questions.

HESA 9223 - Applied Research Practices
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: HESA 9221 and HESA 9222
Utilizing content from previous research courses, this class will emphasize the application of research practices to higher education utilizing qualitative and quantitative research designs.

HESA 9224 - Institutional Assessment and Program Effectiveness
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: HESA 9222

Interpreting data sets as they relate to colleges and universities will be analyzed as well as strategies that determine whether programs are effective in meeting their stated goals and objectives.

HESA 9225 - Directed Doctoral Research
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: HESA 9221 and HESA 9222
Individual inquiry on a research problem consisting of a plan for data collection and analysis, as well as, critical review, integration and interpretation of research literature for the dissertation.

HESA 9999 - Research Portfolio
(1.0 - 12.0 Lecture Hours 0 Lab Hours 1.0 - 12.0 Credit Hours)

Prerequisite: HESA 9225

Students are to design and conduct an independent scholarly inquiry guided by department faculty. The result of student work is a Research Portfolio.

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

HIST 5230 - War, State, and Society in Early Modern Europe
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A M.A. level introduction to the major approaches and arguments regarding military, social, and political developments in Europe, 1400s to 1700s.

HIST 5250 - The First World War
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Examines the political, economic, social, cultural, and military history of what George Kennan called the seminal catastrophe of the twentieth century.

HIST 5285 - Special Topics in European History
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Courses on topics in European history not usually offered by the department.

HIST 5310 - Comparative Slavery and Emancipation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course takes a comparative approach to the history of trans-Atlantic slavery and emancipation as it developed in different regions and social contexts in the Atlantic World from the 15th through 19th centuries.

HIST 5385 - Special Topics in World History
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Courses on topics in world history not usually offered by the department.

HIST 5400 - Introduction to Public History
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A survey of American architecture in its social and cultural context form colonial America through the present day.

HIST 5411 - European Renaissance in Global Perspective
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

The development of the Roman Catholic Christian traditions, seen within the context of 16th century Europe.

HIST 5417 - 19th Century Europe, 1789-1914
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

HIST 5420 - The Holocaust
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

An introduction to the history of relations between Latin America and the United States from 1783 to the present, focusing on the political, economic and social interaction between Americans and Latin Americans.

HIST 5423 - Women and Gender in the Ancient World
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course aims to introduce students to the roles of women of all social classes in different periods of Ancient Greece and Rome, as well as the problems of studying women's history in the Greco-Roman world. The course will combine a chronological approach with the thematic one, as each week will focus on women's roles and participation in a specific period and/or sphere of activity, such as religion, politics, the dramatic stage, the family and household, and law.

HIST 5424 - Conflict and Interdependence in South Africa
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

HIST 5430 - The Vietnam War
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

HIST 5432 - The Roman Republic
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course combines a chronological approach with a thematic one, in order to address such topics as evolution of the government system, social conflict, religion, the Roman family, and the Roman army over the course of the Roman Republic from the expulsion of the kings to the assassination of Julius Caesar.

HIST 5433 - Introduction to Modern China
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

HIST 5467 - Women in American History to 1890
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of the diverse experiences of women and their impact on American History up to 1877.

HIST 5468 - Women in American History Since 1890
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of the various experiences of women and their impact on the history of the United States since 1877.

HIST 5469 - The Civil Rights Movement
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

HIST 5475 - Southern Families and Communities
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Courses on topics not usually offered by the department.

HIST 5505 - American Foreign Policy since 1898
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed as a graduate reading course in American foreign policy. This course will discuss the foreign policy process, the history of American foreign policy and its traditions since 1898, and a variety of approaches to understanding foreign policy. The goal of the course is to provide students with the theoretical and analytical tools needed to understand the history and current processes of American foreign policy. The course will incorporate current events in American foreign policy, as well as historical discussion, as a means of demonstrating the academic concepts of the course in practice.

HIST 6101 - Introduction to Digital History
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is an introduction to the theory and practice of digital history. The digitization of archival records, books, historical newspapers and journals, has enabled historians to ask and answer traditional research questions with recourse to vast amounts of data. At the same time, digital tools offer historians new venues and ways of presenting historical research, but also new methods of interpretation. Through in-class labs, the course will introduce students to a variety of historical databases and research methods, as well as digital platforms to present historical research. Students will explore digital tools and techniques for historical interpretation including data visualization, geographic information systems and network analysis. In addition to learning concrete skills (archival research, database management for archival records, WordPress, Omeka, podcasting and StoryMaps), students will learn to think critically about design, content legibility, data visualization and accessibility.

HIST 6200 - Public History Seminar
(0 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission in the MA program in History or another graduate program at UWG.
This course, required for all MA students on the Public History track, is designed to introduce graduate students to the theory and practice of public history. This class will expose students to some classic as well as new scholarship in the field, explore issues in public history practice, and offer hands-on, practical experience.

HIST 6201 - Archives Arrangement Practicum
(0 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 1 Lab Hours 1 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of the processes by which a museum manages it collection. Taught in association with Atlanta History Center and involves a practicum experience.

HIST 6303 - Education and Interpretation at Museums
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6413 - The Atlantic World
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6481 - Independent Study
(0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6580 - American Foodways
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Food has played a consistent yet complicated role in the shaping of national histories, social relations, personal experiences, and cultures. This course explores how, by examining the various intersections between food and culture from the pre-Columbian period through the present day and across the American landscape.

HIST 6684 - Historiography

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Historiography, or the historian's craft, is an introduction to the history of historical thought from its emergence in the classical world to the present. The course will cover many of the major historigraphical schools and ideas that have developed over time. Student will study the tools and methods of various historians, how they formulate hypotheses from gathering of information, and how different historians write about the same era or subjects. Required of all M.A. history graduates.

HIST 6685 - Special Problems
(0 Lecture Hours 1.0 - 6.0 Lab Hours 1.0 - 6.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A seminar class with specific titles announced at time of offering. Transcript entries carry different nomenclatures to correspond to material taught. Seminar will vary according to topic and the specialty of the professor offering the course.

HIST 6694 - Historical Methods & Writing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: HIST 6684
This course builds on the process begun in HIST 6684 (Historiography) in training students to think, research, and write as professional historians. Students will learn to carry out advanced, original research using primary sources; incorporate historiography into their own work; and write effectively for an academic audience. Required of all M.A. history graduates.

HIST 6699 - Thesis
(1-3 Lecture Hours 0 Lab Hours 1-3 Credit Hours)

Thesis.

Interdisciplinary Studies

XIDS 5100 - Writing Across the Curriculum
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisite: ENGL 1102 with a minimum grade of C or EX X

A cross-disciplinary, experiential approach to the study of Writing Across the Curriculum theory within a career-related setting that is writing-, editing-, tutoring-, and/or teaching-intensive.

XIDS 6000 - Interdisciplinary Theory and Method
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is an introduction to interdisciplinary methodology, with a focus on theory underlying, and techniques of, interdisciplinary inquiry and problem-solving in the context of research or creative projects. In the course, students will develop an understanding of academic disciplines, the importance of disciplinary practice and depth, and the history of interdisciplinary studies. With this established, students will systematically examine key steps in in the interdisciplinary research/creative process and techniques to achieve them in different contexts. Across a range of case studies, students will engage with the defining practice of integrating disciplinary insights to solve problems, achieve a comprehensive understanding, and produce new knowledge and creative pieces or exhibitions. In this course, students will be introduced to the MIS program's portfolio requirement. Through several short writing assignments, students will initiate their portfolios.

XIDS 6001 - Interdisciplinary Narrative Writing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: XIDS 6000
This course will develop a student's ability to communicate effectively in writing by focusing on narrative craft to employ the potency of storytelling in interdisciplinary contexts. Students will investigate and practice narrative techniques for different audiences in specific rhetorical situations, and they will confront interdisciplinary problems and exercise the rhetorical tools of narrative in their writing as an effective communicative mode to resolve complex questions.

XIDS 6999 - Interdisciplinary Capstone
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: XIDS 6000 and XIDS 6001
In this semi-independent course, students complete a final original project reflecting parameters specified by the MIS Pathway in which the student is enrolled. A capstone project is one that demonstrates a student's ability to organize and synthesize knowledge and skills learned and developed during the course of their graduate work. All students will submit a written representation of their capstone project and will present it orally to a larger audience (such as faculty and peers, if not a professional audience) during the term. Students should not enroll in this course until they have an approved capstone project proposal or plan. Also in this course, students will also submit a completed MIS portfolio.

Management
(All courses carry three hours credit.)

MGNT 5625 - International Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A course designed to familiarize students with the history of women and work, the present role of women in the workplace, and current issues affecting working women; and to develop in students skills and strategies for dealing with issues related to women and work. Same as SOCI 5103.

MGNT 5630 - Dispute Resolution in Contemporary Organizations
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 2 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of the practice of management, past, present, and future, with emphasis on contemporary challenges.

MGNT 6675 - Work Practicum
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

MGNT 6675 Work Practicum is offered in the Maymester, and it provides the students with multiple opportunities that can be focused to meet their career goals and help them develop their business knowledge and skills. o Option One: Up to 10 students can work in a global virtual team to complete a real world strategic business project. The students work together virtually for the first week and then travel to complete the project face to face and present to the organization. You will live and work for up to two weeks in Münster, Germany. This option includes a weekend on your own in Europe and a professional development opportunity at the SAP Leonard Center in Paris. o Option Two: Complete an internship in India with a partner organization. A RCOB faculty member will travel with you to help you get setup in India for the internship. You will live and work in India for a month, and gain a wealth of knowledge and experience to set you apart from your peers. o Option Three: Work as an intern locally. We will assist you in finding an internship that meets your career and professional goals.

MGNT 6681 - Strategic, Ethical, and Global Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MKTG 6815 and FINC 6532
A study of total enterprise at the executive level applying a set of decisions and actions which result in the formulation and implementation of plans strategies that achieve the mission and goals of the enterprise with special consideration of the effects of globalization, ethics, and corporate accountability. This course must be taken in the final semester of study or with permission of the department chair.

MGNT 6683 - Research in Business
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An overview of the research process-selecting and defining problems, building research designs, developing sources of information, date-gathering techniques, and writing various forms of reports.

MGNT 6684 - Management Internship
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MBA Student and Faculty Approval.

This course is intended to offer students in the MBA program an internship in the management field. This opportunity affords the student deep learning and insight into business culture, business environment, and work experience. The learning objectives of this course will be realized through a mix of independent research and experiential learning.

MGNT 6685 - Special Problems in Business
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

In-depth, supervised individual study of one or more current business problems in a business organization.

Management Information Systems

CISM 5330 - Enterprise Architecture
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Successful organizations use Enterprise Architecture (EA) as a business strategy. EA is the organizing structure for business processes and IT infrastructure. Top performing organizations know how to design their business processes and IT infrastructure for success of their current operations, and the most successful companies know how to expand their EA to enable innovation and to seize a competitive advantage for the future. This course will introduce students to how EA is used as a business strategy and a business enabler. A final research project will include design thinking methods and the use of SAP enterprise systems design tools to extend an organization's EA. Students who have taken CISM 4330 cannot take CISM 5330.

CISM 5333 - Fundamentals of Computer Networks
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: CISM 3330 or equivalent
This course is designed to introduce the student to IoT and networking technology applications, including the OSI model, network topologies, IP addressing, IPX addressing, subnet masks, routing theory, switching terminology, router configuration, and switch configuration. Topics include IoT applications, basic functions of the seven layers of the OSI model, different classes of IP addressing and subnetting, router setup, routing protocol setup, VLANS, switching technology, and emerging trends in IoT and networking. WAN technologies and network design theory are also covered.

CISM 5355 - Cybersecurity Operations
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Business and government are facing a rapidly expanding need for information security managers. This course surveys information security program design, networking and application security, the implementation of information security safeguards and information security auditing, disaster recovery, policy development, identity management, and effective threat assessment. Students who have taken CISM 4355 cannot take CISM 5355.

CISM 5390 - Business Intelligence and Data Mining
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will teach the fundamental concepts of business intelligence and several data mining software tools that enable organizations to strive for business intelligence. The course will be hands-on and the emphasis will be placed on learning how to derive business value from large amounts of data using data mining tools. Students also explore issues and trends in data mining and visualization. Students who have taken CISM 4390 cannot take CISM 5390.

CISM 5470 - Cyberwarfare, Cybercrime, and Digital Forensics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course examines three major disciplines in information security: Cyberwarfare, Cybercrime, and Digital Forensics, covering cybersecurity policies and legal and ethical issues. Although each area of study is worthy of its own focus, this course introduces students to the major approaches, concepts, and skills needed to understand the study of each. In the Cyberwarfare section, students learn how military and nation-state approaches to cyber warfare differ from those in the business sector. Topics include cyberspace intelligence operations, offensive, and defensive cyberwarfare, military doctrine, and evolving threat strategies. Case projects and real-world incidents underscore the importance of comprehending the cyberwarfare landscape and the potential nonstate actor (e.g., businesses) implications. In the Cybercrime section, students study the various categories of cybercrimes, including crimes against computers, crimes against people, cyber fraud, and illicit content instances. Topics such as DDOS attacks, ransomware, phishing, cyberbullying, and hate sites will be discussed in terms of what they are and how information security experts must

address them. Finally, digital forensics investigation procedures will be studied, including data acquisition, file recovery, and chain of custody. Students will learn about various digital forensic tools and procedures, as well as specialized forensic investigations, such as Cloud, mobile, and social media forensics procedures. Many topics and exercises will help students learn how to address policy and legal challenges involved in dealing with the Cybercrime categories introduced earlier in the course.

CISM 5500 - Advanced Networking
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: CISM 5333 or equivalent
Advanced Networking will advance your knowledge of the operation of routers and switches in small networks. It will introduce you to wireless local area networks (WLANs) and network security concepts. By the end of this course you will be able to configure advanced functionality in routers and switches. You will also be able to perform basic troubleshooting of these components. Using security best practices, you will troubleshoot and resolve common protocol issues in both IPv4 and IPv6 networks.

CISM 5600 - Advanced Enterprise Security
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: CISM 5500
This course describes the architectures and considerations related to designing, securing, operating, and troubleshooting enterprise networks. This course covers wide area network (WAN) technologies and quality of service (QoS) mechanisms used for secure remote access along with the introduction of software-defined networking, virtualization, and automation concepts that support the digitalization of networks. Students gain skills to configure and troubleshoot enterprise networks, and learn to identify and protect against cybersecurity threats. They are introduced to network management tools and learn key concepts of software-defined networking, including controller-based architectures and how application programming interfaces (APIs) enable network automation. By the end of this course, students will have gained practical, hands-on experience preparing them for the CCNA certification exam and career- ready skills for associate-level roles in the Information & Communication Technologies (ICT) industry.

CISM 6331 - Strategic Management of Information Technology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: CISM 3330
Focuses on information technology and systems from a general management perspective. Discusses management of the systems development process, the organizational cycle of information, technology, planning, evaluation, selection, and strategic uses of information technology. Includes frequent discussions of industry case studies.

CISM 6410 - Information Asset Protection and Risk Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course examines data and information security, protection, and risk management. The course will help the student identify information security risks, evaluate those risks, and make risk-based decisions given organizational resource constraints. Students will learn foundational concepts in risk management and will be introduced to risk management standards and approaches, both qualitative and quantitative, for risk analysis. This course aims to assist professionals in understanding risk management and enabling them to leverage those principles to make an organization more resilient to operational disruptions and other perils.

CISM 6420 - Defensive and Offensive Security
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Businesses of all sizes need defensive and offensive cybersecurity. Offensive cybersecurity tries to identify and stifle enemy entry points before they have the opportunity to initiate an attack. Offensive includes ethical hacking/penetration testing, vulnerability testing, cloud security testing, and social engineering. Defensive cyber security is the counterpart to the offensive. It is an approach that emphasizes detecting malicious activity, preventing attacks, and responding to cyber incidents in real-time. Defensive includes managed detection and response, remediation support, and dedicated resources. This course provides insights for dealing with security breaches and disasters, compliance, network infrastructure and password management, vulnerability scanning, and penetration testing. Students will gain an overview of existing offensive security techniques, including well-known attacks that break confidentiality, integrity, and availability of computing resources and attacks targeting human weaknesses. Students will learn tools and techniques to help improve security in sensible, manageable chunks.

CISM 6430 - Cryptography, Identity and Access Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Confidentiality, integrity, availability, authentication, authorization, and accountability are the most critical security requirements that serve as the basis for deploying and delivering trustworthy I.T. applications and services in enterprises, mobile devices, and via Cloud providers. Adopting cryptography and identity management techniques addresses those security requirements and has become vital to all business applications and electronic transactions. This course provides the ground-up coverage on the high-level concepts, applied mechanisms, architecture, and real-world implementation practices of using cryptography and identity management techniques applied to Blockchain and Cloud hosted applications and services. The course will examine the fundamentals of cryptography, access control principles, identity management and assurance strategies applied to I.T. applications and Cloud infrastructure based services, the use of cryptographic algorithms, mechanisms, and applied technologies intended for encrypting data in transit, use, and at rest, managing cryptographic key operations lifecycle, private blockchain infrastructures (Ethereum/Hyperledger Fabric), integrating public-key infrastructures and certificate authorities, verifying and validating personal, device and host identities with digital signatures, creating directory services, enabling single sign-on authentication, enforcing access control and authorization policies in I.T. resources, monitoring, logging and recording audit trails and leading to meet compliance with industry and regulatory mandates.

CISM 6440 - Cybersecurity and Cloud Computing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to help students build and maintain a truly defensible security architecture while guiding them towards implementing Zero Trust principles, pillars, and cloud computing capabilities. Students will learn how to assess and configure existing cybersecurity technologies to significantly improve their organizations' prevention, detection, and response capabilities using cloud-based software (Saas), platform (Paas), and infrastructure (Iaas). The course will also explore some of the latest technologies and their capabilities, strengths, and weaknesses. You will come away with recommendations and suggestions that will aid in building a robust security infrastructure, layer by layer, across hybrid and cloud environments as you embark on a journey towards Zero Trust. Students will gain hands-on experience with secure architecture systems such as Amazon AWS and Google Cloud.

CISM 6450 - IoT Security and Analytics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The explosive growth of connected IoT devices enables the world's digitization. Architectures and processes of the past are making way for more modern, real-time applications thanks to IoT (Internet of Things) systems. Dynamic data platforms are being built, and our ability to extract data using the latest analytics techniques is growing. However, the data they also collect dramatically increases the number of security threats. You'll use the latest technologies to perform vulnerability and risk assessments, then research and recommend risk mitigation strategies for common security threats in IoT systems.

CISM 6460 - Security Planning and Systems Development
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course sits at the intersection of security management, computer security, and software development. It provides students with a foundation of security planning and development by applying security principles to software development lifecycle, contingency, and recovery planning principles. Students will learn practical secure software developing and testing skills. Software security is concerned with ensuring that software processes are designed to prevent data and computing resources from becoming lost, unreliable, altered, inaccessible, or corrupt. In this course, students will learn how to identify, categorize, and prioritize the information and other resources software systems use and develop security requirements for the processes that access the data. Students will learn to develop strategies that mitigate security vulnerabilities caused by either non-conformance to software requirements or omissions caused by incorrect requirements. In this course, students will learn to perform software security evaluations, establish security requirements, develop guidelines for security that are applied during the software design, operations, and maintenance processes, evaluate security requirements during software reviews and audits, develop a configuration and process management policy that addresses corrective action for existing software, monitor software modifications to ensure that any changes do not unintentionally create security violations or software vulnerabilities, and develop plans for the physical security of the software.

CISM 6480 - Special Research Topic in Management Information Systems
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An overview of the research process-selecting and defining problems, building research designs, developing sources of information, date-gathering techniques, and writing various forms of reports.

CISM 6684 - MBA Mgnt Info System Intern
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MBA Student and Faculty Approval.
This course is intended to offer students in the MBA program an internship in the management field. This opportunity affords the student deep learning and insight into business culture, business environment, and work experience. The learning objectives of this course will be realized through a mix of independent research and experiential learning.

Marketing
(All courses carry three hours credit.)

MKTG 5805 - Sales Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Design to meet the rapidly emerging need in marketing for a systematic approach to information collection, retrieval, and analysis as the basis for marketing decision-making. Includes the research process, primary data collection and analysis, and secondary sources of data including the internet/world wide web and online sources. Marketing Information Systems, Decision Support Systems and the internet are also examined.

MKTG 5810 - Social Media and Online Marketing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MKTG 3803
This course will examine the impact of social media and the internet on marketing strategy. Topics will include an exploration of social media technologies and applications such as Facebook, blogs, Twitter, wikis, YouTube, etc. Students will learn how to develop an online presence, leverage these technologies and use the power and impact of Web 2.0 in implementing successful marketing strategies.

MKTG 5818 - Business Web Design
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Going beyond the technical aspects of web development, students will learn concepts related to planning, developing, managing, and implementing business websites by studying web usability, multimedia, and Web 2.0 applications.

MKTG 5823 - Logistics and Supply Chain Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Logistics and Supply Chain Management represents the market-driven activities necessary to plan and control procurement, production and inventory, and distribution. The planning and control aspects of these activities and the interfaces among these activities are the subjects of this course. Logistics has four major parts: Production and inventory control, procurement, distribution, and the relationships among and integration of these areas.

MKTG 5828 - Green Marketing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course introduces students to the role of green marketing and environmentally sustainable practices in organizations and in society. It exposes students to basic environmental problems and decisions that frequently confront marketing managers, and the appropriate strategies used by them to address these problems. It helps them recognize how embracing sustainable practices, and innovative green marketing initiatives helps firms gain competitive advantages.

MKTG 5831 - Business-to-Business Marketing

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

The focus of this course will be on the new international trade agreements/treaties/organizations, and adapting marketing strategy that is based upon this information.

MKTG 5868 - Marketing Metrics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The Marketing Metrics Course will provide students with a methodology to measure and track marketing performance. The course has three primary objectives: Learn and understand key marketing metrics; Employ Microsoft Excel to analyze a firm's marketing performance through marketing metrics; Use the resulting analysis to make optimal marketing decisions.

MKTG 6815 - Marketing Strategy
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

The international business strategy course will cover each traditional functional area of an organization as it applies to doing business across country boundaries. The functional areas addressed will include Finance, Accounting, Production, Human Resources Management, Marketing, and Technology Management. Students will learn to analyze international business situations and risks, and to develop successful international strategies based on such analysis.

MKTG 6833 - Sustainable Business Development
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: students will learn about alternative enterprise models and the effect of value-producing sustainable business practices in both local and global business settings.
"This is an advanced business course in sustainability. It examines sustainability concepts in various businesses and industries. Students will explore the challenges and opportunities that businesses face when becoming greener" and integrating sustainability practices throughout the supply chain.

MKTG 6845 - AI Strategies for Business
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will explore the strategic integration of AI tools in business operations, emphasizing how managers can leverage AI applications to drive innovation and enhance decision-making. With topics such as AI applications in marketing, management, accounting, finance, and customer service, students will explore the complexities of AI-driven business models and develop the skills necessary to design and implement AI strategies consistent with organizational goals. The course will also examine the ethical implications required for responsible AI deployment in business.

MKTG 6850 - Analytical Methods in Marketing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Designed to meet the rapidly growing need for a systematic approach to data analysis. Analytical methods used include an understanding of the more commonly-used statistical methods and the use of SPSS - a software package which is helpful in the analysis of marketing data. Skill sets developed include the processing, analysis, and interpretation of data and information, and presentation of the results orally and in writing.

MKTG 6860 - Advanced Marketing Research
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MKTG 5808 with a minimum grade of C or MKT 608 with a minimum grade of C
Advanced topics in Marketing Research including design and analytic methods.

MKTG 6868 - Marketing Models
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission to the MBA program
This course will provide students with a methodology to measure and track marketing performance. The course has three primary objectives: Learn and understand key marketing metrics; Employ statistical software to analyze a firm's marketing performance through marketing metrics; Use the resulting analysis to make optimal marketing decisions.

MKTG 6881 - Independent Study in Marketing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

In-depth supervised individual study of one or more current marketing problems of business organization.

Mass Communications

COMM 5585 - Special Topics in Communication
(4 Lecture Hours 0 Lab Hours 1-4 Credit Hours)

Special topics in communication at the graduate level. May be repeated for credit as topic varies.

COMM 6055 - Seminar - Topics in Digital and Social Media Communication
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to the M.S. in Digital and Social Media Communication or permission of instructor
A seminar class with specific titles announced at time of offering. Special topics and current issues in digital and social media communication will be examined. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and assignments. Seminars will vary according to topic and the specialty of the professor offering the course. May be repeated for credit as topic varies.

COMM 6056 - Digital and Social Media Communication Storytelling
(0 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to the M.S. in Digital and Social Media Communication program or permission of instructor.
This course is designed to teach students advanced storytelling techniques to not only create quality digital content, but to simultaneously leverage the affordances of social platforms to engage users online. Students will be tasked with creating both audio/visual content and written copy, as well as posting it across a wide variety of social channels. In part, the course will also focus on understanding how best to use contemporary digital platforms for disseminating content, while at the same time internalizing foundational principles associated with the online environment that will be adaptable to social channels that emerge in the future.

COMM 6057 - Digital and Social Media Communication Strategies
(0 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to the M.S. in Digital and Social Media Communication program or permission of instructor.
Digital and Social Media Communication Strategies provides students with a framework for creating communication strategies and prepares them to become strategic communicators for digital and social media. Students will learn how to integrate digital, social and mobile platforms into a strategic communications plan through practical application. Course content will help students identify challenges, develop solutions, and use appropriate communication strategies to solve organizational problems.

Key concepts include identifying social media communication objectives, defining target audiences, communication audits, basic protocol for social and digital communication and evaluation methods. Sessions include lectures, discussions, practical instruction, group projects and online analysis.

COMM 6058 - Digital and Social Media Communication Analytics and Evaluation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to the M.S. in Digital and Social Media Communication or permission of instructor.
In this course, students will examine digital and social media analytics strategies, identify key metrics used for measuring communication performance, compare and implement native and third-party analytics tools, and practice evaluating and reporting analytics results.

COMM 6600 - Digital and Social Media Communication Theories
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to M.S. in Digital and Social Media program or permission of instructor
A survey course that explores a variety of communication theories to understand how communication, technology, and ideology work interconnectedly to shape our perceptions of reality, politics, the self and "the other" in the context of digital and social media. Consideration is given to how ontological, epistemological, and axiological assumptions guide theory development.

COMM 6654 - Digital and Social Media Communication Law
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to the M.S. in Digital and Social Media Communication or permission of instructor.
This course examines the legal context that applies to digital and social media communication. You will explore how digital and social media communication technologies have transformed the legal framework in areas such as freedom of speech and press, libel, privacy, copyright, and obscenity.

COMM 6655 - Digital and Social Media Communication Capstone
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Prerequisites: Admission to M.S. in Digital and Social Media Communication program or permission of instructor
The capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital and Social Media Communication program. The project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design. Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice.

COMM 6684 - Research Methods in Digital and Social Media Communication
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to the M.S. in Digital and Social Media Communication or permission of instructor.
This course examines common research methods and strategies used when evaluating online communication tools. Emphasis will be on digital and social media applications and their implications for content, user-creators, and user-audiences.

Mathematics

MATH 5003 - Dynamical Systems
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

The practices and pitfalls of numerical computation. Topics include floating point representations; precision, accuracy,

and error; numerical solution techniques for various types of problems; root finding, interpolation, differentiation, integration, systems of linear and ordinary differentiation equations.

MATH 5014 - Scientific Computing
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

Prerequisite: MATH 2644 and MATH 2853, or permission of instructor
The goal of this course is to expose students to Computer Algebra Systems (CAS), such as Maple and Mathematica, and their various applications in teaching concepts in Algebra and Calculus in high schools. It also covers basic numerical methods found in the course Math 4013.

MATH 5043 - Number Theory
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An in-depth study of selected topics in number theory.

MATH 5103 - Operations Research
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

An introduction to the creation and use of mathematical models. Mathematical techniques will be developed and applied to real systems in areas including chemistry, biology, physics and economics. Students will be expected to make written and oral presentations in a professional manner. This course will emphasize the creation and testing of models and discussions of errors and forecasting. Students will work on projects singly and as part of a group. Same as CSC 6153.

MATH 5180 - Math for Mid Sch Teachers
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

MATH 5203 - Mathematical Probability
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A continuation of MAT 4203 including sampling distributions, estimation, hypothesis testing, regression, analysis of variance and nonparametric tests.

MATH 5233 - College Geometry
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A continuation of MATH 5413. Topics include linear groups, group representations, rings, factorization, modules, fields, and Galois Theory.

MATH 5473 - Combinatorics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An introduction to combinatorics. Topics include the pigeonhole principle, combinations, permutations, distributions, generating functions, recurrence relations, and inclusion-exclusion.

MATH 5483 - Graph Theory
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

An elementary but rigorous study of the topology of the real line and plane and an introduction to general topological spaces and metric spaces. Emphasis placed on the properties of closure, compactness, and connectedness.

MATH 5653 - Problem solving 1: Counting and Combinatorics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 3003 or MATH 3243
The goal of this course is to expose students to middle and high school mathematics contest problems and to help them discover efficient problem solving strategies. After students learn the basic results and tools in a particular topic, they are invited to solve typical problems, where hints will be provided by the instructor as needs be. Students will gradually be introduced to various classical mathematical problem-solving strategies.

MATH 5803 - Analysis of Variance
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will be taught from a variety of statistical topics such as statistical quality control, applied time series, game theory, etc.

MATH 5985 - Special Topics in Mathematics

(1.0 - 3.0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Courses in selected areas upon demand. Titles will be specified at time of offering.

MATH 6003 - Dynamical Systems and Applications
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 3303 and MATH 2654
Topics included linear dynamical systems and stability of linear systems, generation of dynamical systems by systems of ODE, local theory of dynamical systems, bifurcation theory, and applications.

MATH 6043 - Topics in Number Theory
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 3003
Topics include divisibility, congruences, Quadratic reciprocity and Quadratic forms, number theory functions, Diophantine equations, Farey fractions and irrational numbers, continued fractions, primes and multiplicative number theory and the Partition Functions.

MATH 6103 - Discrete Optimization
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 2853 or MATH 4483
Topics include discrete optimization problems, simplex algorithms, complexity, matching and weighted matching, spanning trees, matroid theory, integer linear programming, approximation algorithms, branch-and-bound, and local search and polyhedral theory.

MATH 6203 - Applied Probability
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 1634 and MATH 2063 or MATH 4203
Topics include probability counting methods, discrete and continuous random variables and their distributions, expected value, sampling distributions, Central Limit Theorem, and normal approximation to the binomial.

MATH 6213 - Statistical Methods
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 4203 or MATH 6203
This course will include the following topics: estimation, confidence intervals, hypothesis tests, nonparametric tests, analysis of variance, and regression.

MATH 6233 - Geometry
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 3003 and MATH 2853
An introduction to Euclidean and non-Euclidean geometries developed with the study of constructions, transformations, applications, and the rigorous proving of theorems.

MATH 6253 - Mathematical Analysis I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 3243
Topics include the Real and Complex number systems, basic topological properties, numerical sequences and series, continuity of functions, the Riemann-Stieltjes Integral, sequences and series of functions, and the Lebesque Theory.

MATH 6263 - Mathematical Analysis II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 2654 and MATH 2853
Topics include discrete-time and continuous-time systems, reachability and controllability, feedback and stabilization, and outputs.

MATH 6363 - Partial Differential Equations
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 3303 and MATH 3243
Classical methods used in partial differential equations. Topics include data propagating along characteristics, classifications of systems of the first order equation, the method of transforms and separation of variables, and typical applications of the wave and heat equations.

MATH 6403 - Signal Processing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 4413
Topics include introduction to groups, subgroups, quotient group and homomorphisms, group actions, direct and semidirect products and Abelian groups, and further topics in Group Theory.

MATH 6423 - Advanced Modern Algebra II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 6413
Topics include introduction to rings, Euclidean domains, principle ideal domains and unique factorization domains, polynomial rings, field theory, and Galois Theory.

MATH 6473 - Combinatorial Analysis
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 2853 and MATH 3003
An introduction to combinatorics. Topics include the pigeon hole principle, combinations, permutations, distributions, generating functions, recurring relations, and inclusion-exclusion.

MATH 6483 - Theory of Graphs
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 2853 and MATH 3003
An introduction to the fundamental concepts of graph theory. Topics include isomorphisms, Euler graphs, Hamiltonian graphs, graph colorings, trees, networks, planarity.

MATH 6503 - Numerical Methods in Applied Mathematics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 2853 and MATH 3303
Topics include norms, floating-point arithmetic and rounding errors, wellposed computations, numerical linear algebra, iterative solutions of nonlinear equations, polynomial interpolation, and numerical differentiation and integration.

MATH 6513 - Applied Linear Algebra
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 6253
Topics include basis facts from Functional Analysis, ill-posed problems, regularization of the first kind, regularization by discretization, and inverse eigenvalue problems.

MATH 6663 - Problem Solving 2: Geometry and Graphs
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 3003 or MATH 3243
The goal of this course is to expose students to middle and high school mathematics contest problems and to help them discover efficient problem solving strategies. After students learn the basic results and tools in a particular topic, they are invited to solve typical problems, where hints will be provided by the instructor as needs be. Students will gradually be introduced to various classical mathematical problem-solving strategies.

MATH 6713 - Strategies for Teaching Math
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Grade of C or higher in MATH 1634 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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MATH 2853 and MATH 3303
Topics include model building in development of experimental science, mathematical theories and models for growth of one-species and two or more species systems, mathematical treatment of differential equations in models stressing qualitative and graphical aspects, difference equation models, and scrutiny of biological concepts.

MATH 6982 - Directed Readings
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6984 - Computational Mathematics Capstone
(1 Lecture Hours 0 Lab Hours 1 Credit Hours)

Prerequisites: MATH 5013 , MATH 6503 , MATH 6513
This one-hour course is a capstone course for students in the Computational Mathematics Certificate program. Students will complete an original research project under the direction of a mathematics graduate faculty member. They will write up their findings in a research paper and give an oral presentation outlining the results.

MATH 6985 - Discrete Mathematics Capstone
(1 Lecture Hours 0 Lab Hours 1 Credit Hours)

Prerequisites: MATH 5483 or MATH 6483 , MATH 6043 , MATH 6473
This one-hour course is a capstone course for students in the Discrete Mathematics Certificate program. Students will complete an original research project under the direction of a mathematics graduate faculty member. They will write up their findings in a research paper and give an oral presentation outlining the results.

MATH 6987 - Statistics Certificate Capstone
(1 Lecture Hours 0 Lab Hours 1 Credit Hours)

Prerequisites: MATH 5813 , MATH 6203 , MATH 6213
This one-hour course is a capstone course for students in the Statistics Certificate program. Students will complete an original research project under the direction of a mathematics graduate faculty member. They will write up their findings in a research paper and give an oral presentation outlining the results.

MATH 7053 - Survey of Calculus for Teachers
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An overview of calculus with an emphasis on algebraic and trigonometric functions.

MATH 7103 - A Technology Oriented Survey of Statistics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

(Non-credit for mathematics major or minor). Special emphasis for teachers of grades P-8. Broadens under standings of the fundamental concepts of probability and statistics, with particular attention to specific methods and materials of instruction. (Non-credit for M.Ed. or Ed.S. in Secondary Education with concentration in Mathematics.

MATH 7533 - Number Theory for In-Service P-8 Teachers
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

The development of mathematics from prehistoric times through late nineteenth century/early twentieth century is explored. Emphasis is given to key people, problems, cultural influences for various historic periods that have shaped what we think of as contemporary mathematics. This is a WAC course.

MATH 7985 - Special Topics in Mathematics
(1.0 - 3.0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Graduate courses in selected areas. Title will be specified at time of offering.

Media and Instructional Technology
(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 Lecture Hours 0 Lab Hours 3 Credit Hours)

An overview of communication and technology as it relates to teaching and learning. This course includes the design, production and utilization of materials and operation of audiovisual equipment and microcomputers. This course will meet the Georgia Technology certification requirement.

MEDT 6402 - Technology in the Content Areas
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MEDT 2401
An overview of instructional communications, design, and technology as they relate to teaching materials and the utilization of digital teaching tools.

MEDT 6461 - Administration of the School Media Center
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An overview of the procedures in planning, administering and evaluating a school media program.

MEDT 6465 - Selection and Materials
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An overview of current materials, including all genre of print and no-print, all formats of fiction and non-fiction materials. An introduction to the criteria of evaluation and the tools and techniques used in selecting all types of materials and equipment for school library media centers.

MEDT 6491 - Internship in Instructional Technology
(0 Lecture Hours 2.0 - 6.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 7266 - Portfolio Capstone
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

Through this final-semester capstone course, candidates submit a portfolio highlighting their work throughout the program. The portfolio serves as the comprehensive exam for one's program.

MEDT 7451 - Administration of the School Library Program
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an overview of the roles of the school librarian with a focus on the roles of leader and program administrator. Students will learn procedures in planning, administering, and evaluating school library programs.

MEDT 7452 - Multiple Literacies for the School Library
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an overview of the information, media, and digital literacies that form the foundation of the information specialist role of the school librarian.

MEDT 7454 - Promoting Children's and Young Adult Literature in the School Library
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on the reading and evaluation of Children's and Young Adult literature and information resources in a variety of formats for use within a school library program. In the role of teacher, students will evaluate, design, and engage in a variety of activities to promote the reading of children and young adult literature. In the role of instructional partner, they will collaborate with educators to reinforce literacy instruction in addressing the diverse needs and interests of all learners.

MEDT 7455 - Selection, Organization, and Curation of Materials in the School Library
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This is an introduction to the criteria of evaluation and the tools and techniques used in the role of program administrator for selecting, organizing and curating all types of resources for school libraries.

MEDT 7461 - Instructional Design in K-12 Environments
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course prepares candidates to serve as instructional leaders in PK-12 schools. Candidates will use a systematic instructional design process and research-based professional learning practices to develop learning experiences that meet the needs of diverse learner populations in both physical and virtual environments.

MEDT 7462 - Internet Tools, Resources, and Issues in Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A study of various internet tools, resources, and issues as related to K-12 education. Strategies for integrating internet into the curriculum will be included.

MEDT 7464 - Designing Technology Enhanced Instruction
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will focus on the application of instructional design principles as they relate to instruction. A systems approach to instructional design which includes information and application of skills and techniques necessary in the analysis, design, development, implementation, and evaluation of instruction will be used.

MEDT 7465 - Integrating Technology for Teaching and Learning in the School Library Program
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to the role of the school librarian in regard to integrating technology effectively for teaching and learning in the school. The course will focus on the information specialist role and leading technology integration efforts, as well as selecting and evaluating digital resources, and collaborating as an instructional partner with school faculty so they can effectively use technology.

MEDT 7466 - Digital Photography in Instruction
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An exploration of the principles of photography including the elements of light, subject, camera, and composition. Instructional applications of digital photography in the workplace and instructional settings, shooting high-quality digital photographs, and how to enhance digital photographs are covered.

MEDT 7467 - Web Design for Instruction
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Intermediate level course on design, development and formative evaluation of web-based instructional systems. Web page design strategies based on research on effective practice are emphasized. Students use software development tools to create and evaluate interactive lessons including strategies for assessing learning achievement.

MEDT 7468 - Instructional Multimedia Design and Development
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This is a survey course focused on basic elements and technical aspects of multimedia design and development to support teaching and learning in diverse classrooms. Included are selection of hardware and software, design principles, hands-on production, classroom applications, and discussion of issues and useful digital and web-based resources.

MEDT 7469 - Strategic Leadership Role of the School Librarian
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course examines how school librarians connect beyond the walls of their schools to lead and learn with others in their district, community, state, across the nation, and around the World. Through collaborative activities, school librarians influence and inspire a school community to achieve identified goals and/or a shared vision.

MEDT 7470 - Digital Media Production and Utilization
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An advanced course in the design and production of digital media and instructional materials. Classroom utilization of digital media will be included.

MEDT 7471 - Data Networks for Instruction

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MEDT 6401
Enrollment requires completion of MEDT 6401 or instructor's permission. The design and development of data networks for instructional settings will be covered. In addition to current trends and issues, students will also explore how to use data networks for a variety of instructional contexts and how to perform basic network trouble shooting and repair.

MEDT 7472 - Introduction to Online Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to the principles, practices, and issues involved in online teaching and learning. Students explore online learning models, effective digital pedagogy, Universal Design for Learning (UDL), accessibility, and the legal and ethical considerations that shape online instruction. The course also examines the role of professional learning networks in supporting ongoing development as an online educator.

MEDT 7473 - Advanced Multimedia
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An intermediate to advanced level course on the design, development and formative evaluation of multimedia software delivered locally and online. Strategies based on research on effective practice are emphasized. Students use software development tools to create and evaluate interactive software including strategies for instruction and assessing learning.

MEDT 7474 - Online Reference Sources and Services
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An introduction to reference sources and services, with, emphasis upon online sources and services, and to the development of reference skills in P-12 learners.

MEDT 7475 - The Distance Education Professional
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MEDT 7472
This course focuses on current issues and challenges for the distance education professional. Students will be prepared to assume the role of an e-learning teacher and professional through the study of distance education research as well as the analysis, design, development, implementation, and evaluation of e-learning environments. Students will examine the management of e-learning initiatives including cultural impact; budget, technological and managerial requirements; quality support; policy issues; development of e-learning materials; facilitating instruction and interaction; and other areas of professional development and training.

MEDT 7476 - Coaching for Technology-Enhanced Learning
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: MEDT 7461 or MEDT 7464
This course focuses on the application of instructional coaching in support of technology-enhanced student learning in the P-12 setting. Specific concepts covered include types of assessments used in the classroom (e.g., formative, summative, performance, and alternative assessments), digital citizenship, technology integration models, instructional coaching approaches, data-informed decision making, and the evaluation of technology-based instructional tools. The course culminates with candidates' coaching a P-12 teacher through the process of implementing and evaluating technology-enhanced instruction.

MEDT 7477 - Technology for Media Services
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An introduction to technology for media services including basic computer operations, troubleshooting, and networking; internet issues, resources and applications; video resources and production; and technology training and instruction. MEDT 6401 or equivalent MEDT 7461.

MEDT 7478 - Cataloging and Automating
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Introduction to school library media cataloging and automation procedures including Sears, Dewey, CIP, and MARC records.

MEDT 7479 - Digital Game-Based Learning
(0 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will examine the educational potential of digital games. Students will evaluate digital games, explore effective ways to integrate digital games for learning, and design and develop digital game-based learning environments.

MEDT 7480 - Global Learning and Collaboration with Technology
(0 Lecture Hours 0 Lab Hours 3 Credit Hours)

Global Learning and Collaboration with Technology is a course for preparing education professionals to connect with partners in other countries to support learners in implementing collaborative projects.

MEDT 7481 - Independent Project
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Individually designed studies of topics in media or instructional technology focused on the student's areas of specialty.

MEDT 7487 - Practicum: School Librarianship
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: MEDT 7451; Concurrent Prerequisites MEDT 7454, MEDT 7465
This course focuses upon implementation of and reflection of the school librarianship program learning outcomes. Documentation of all volunteer field experiences completed throughout the program will be compiled. An online 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 7489 - Asynchronous Online Course Design
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: (MEDT 7461 or MEDT 7464) and MEDT 7472
This course prepares students to design high-quality asynchronous online instruction using instructional design models, Universal Design for Learning (UDL), and best practices in online course design. Students will map learning outcomes, develop assessments, select instructional materials, and design clear and consistent navigation within a learning management system (LMS). Emphasis is placed on creating accessible, interactive, and well-aligned online learning experiences. Students will design, develop, and evaluate an asynchronous online course aligned to best practices.

MEDT 7490 - 21st Century Literacy Skills for Teaching and Learning
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course explores the integration of 21st-century literacy skills-including visual literacy, media literacy, information literacy, digital citizenship, and AI literacy-into instructional design and teaching practices. Through a combination of theory, hands-on design, and peer collaboration, candidates will develop and evaluate multimodal learning experiences that are inclusive, engaging, and grounded in cognitive learning theory. Emphasis is placed on identifying instructional gaps through needs assessment, designing microlearning resources, and leveraging digital tools to support personalized and competency-based learning. Participants will critically examine the ethical use of digital media and emerging

technologies while developing practical strategies to enhance learner engagement and digital fluency in K-12 and professional learning contexts.

MEDT 7491 - Implementation, Assessment, and Evaluation of Online Learning
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: MEDT 7489
This course provides a practical approach to the design, development, facilitation, and improvement of learning units in an online format. Students will become conversant with terms associated with assessment and evaluation of instructional practices delivered in online and distance education settings.

MEDT 7492 - Leadership and Administration of Online Learning and e-Learning
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MEDT 7472
Students will analyze and develop policy related to distance education and e-Learning programs and learn to oversee installation and administration of a learning management system. Course topics include: management theory and practice; leadership roles and styles; and planning and policy development for educational and corporate organizations.

MEDT 7494 - Educational Workshop
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 7496 - Generative AI for P-12
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course explores the potential of artificial intelligence (AI) in P-12 education, equipping educators with the skills and knowledge to effectively integrate AI tools into their teaching practice. Students will examine AI's applications, opportunities, and ethical considerations while critically evaluating its role in enhancing engagement, creativity, and problem-solving in the classroom. Through interactive discussions, reflective assignments, and hands-on projects, participants will develop practical strategies to incorporate AI into instructional and administrative tasks.

MEDT 7497 - Extended Reality for Learning
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: MEDT 7464
The course introduces students to extended reality (XR) as it relates to meaningful and effective learning experiences. Students will be exposed to the varying types of XR, such as augmented, mixed, and virtual reality. The course explores the benefits and challenges of using XR for learning within their context and for learners with various backgrounds.

MEDT 7498 - Design and Development of Maker-centered Instruction
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will focus on the resources for designing and developing maker-centered instruction. Students will be introduced to maker technology and resources used in educational contexts, such as 3D modeling and printing, e-textiles, programming and robotics, and makerspaces. Students will gain hands-on experience of using these technology tools for constructing and manipulating artifacts. Opportunities will be provided to design maker activities that align to specific curriculum topics and to develop strategies for improving maker-centered teaching and learning. The course will help students build meaningful connections among subject content, pedagogy, and maker technology.

MEDT 7499 - Methods & Strategies for CT-integrated Learning
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course develops candidates' competencies in creating computational artifacts, designing P-12 instruction for integrating computational thinking (CT) and/or computer science (CS), curating relevant pedagogical and professional CT or CS resources, and advocating for P-12 initiatives related to broadening diverse students' access to the domain of computing. Candidates must be admitted to the M.Ed. in Instructional Technology, Media, and Design, the Ed.S. in Instructional Technology, Media, and Design, or the Computer Science Endorsement Program.

MEDT 8461 - Diffusion of Innovations
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The course focuses on the processes of innovation and change as they apply to educational systems. Students learn how to apply change models and diffusion theory in order to successfully integrate technology-driven procedures and resources into educational organizations.

MEDT 8462 - Leading and Managing Instructional Technology Programs
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an overview of the procedures in planning, designing, developing, implementing and managing instructional technology programs in educational organizations. Emphasized are leadership skills, managing people and resources, effective training techniques, program development, funding, and trends and issues associated with use of instructional technology in educational contexts.

MEDT 8463 - Issues in Instructional Technology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 - Trends and Issues in School Libraries
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: MEDT 7469; MEDT 8468 (Concurrent Prerequisite)
This course examines current issues and trends in school library services and programs.The basic vision of the school library program comprised of collaboration, leadership and technology will be emphasized.

MEDT 8465 - Human Performance Improvement
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Human Performance Improvement introduces students to a systematic and systemic approach for identifying gaps in human performance and targeted strategies to close said gaps through a real-world project. Students will apply a variety of models and techniques to collect data about an organization and its performers, conduct a series of analyses, determine root causes of performance problems from an individual and/or environmental standpoint, and identify aligned solutions to improve performance.

MEDT 8466 - Portfolio Capstone
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

Through this final-semester capstone course, candidates submit a portfolio highlighting their work throughout the program. The portfolio serves as the comprehensive exam for one's program.

MEDT 8468 - The Instructional Leadership Role of the School Librarian
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course prepares candidates to provide visionary instructional leadership in school libraries at the district level. Candidates will engage in the long-range planning process to develop an effective school library program that advances student achievement in multiple literacies across the PK-12 curriculum.

MEDT 8470 - Action Research for School Libraries
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: MEDT 7469, MEDT 8468, MEDT 8464
This course explores current issues and trends in school library services and programs through action research.

MEDT 8480 - Program Evaluation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to prepare students to effectively and efficiently participate in program evaluation at the school

sites Students are expected to evaluate efficacy of existing programs and/or the appropriateness of programs being considered for implementation.

MEDT 8484 - Research on Media and Instructional Technology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an overview of research on media and instructional technology. Because the course addresses both theoretical and practical dimensions of research on media and instructional technology, students will study exemplary research studies through printed and digital materials.

MEDT 8485 - Research Seminar II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

MGED 6271 - Middle Grades Curriculum
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Exploration of techniques and strategies for teaching the social studies in the middle grades.

MGED 7263 - Strategies for Teaching Mathematics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Exploration of techniques and strategies for teaching mathematics in the middle grades.

MGED 7264 - Strategies Teaching Science
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The exploration of techniques and strategies for teaching science in the middle grades.

MGED 7271 - Issues in Middle Grades Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Preparation of an independent project under the direction of a full-time college faculty member.

MGED 7282 - Directed Readings in Education
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Designed as a culminating experience for the Ed.S. degree, this course focuses on the discussion of significant issues and problems facing education today. Topics will vary from semester to semester.

Middle Grades Mathematics and Science

MGMS 7000 - Professional Develop Sem I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

MGMS 7100 - Research Meth in Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

MGMS 7650 - Teaching Practicum
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

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

MUSC 5150 - Vocal Pedagogy and Literature
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

MUSC 5160 - Instrumental Pedagogy and Literature
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 2 Credit Hours)

A survey of standard keyboard literature before 1825.

MUSC 5172 - Keyboard Literature After 1825
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

A survey of standard keyboard literature after 1825.

MUSC 5175 - Collaborative Keyboard Skills I
(1 Lecture Hours 2 Lab Hours 1 Credit Hours)

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 Lecture Hours 2 Lab Hours 1 Credit Hours)

Study of ensemble techniques, score preparation, rehearsal skills, coaching techniques and performance strategies for performing standard instrumental literature.

MUSC 5181 - Piano Pedagogy I
(2 Lecture Hours 1 Lab Hours 2 Credit Hours)

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 Lecture Hours 1 Lab Hours 2 Credit Hours)

A continuation of Pedagogy I with special focus on the late elementary student and group teaching.

MUSC 5183 - Piano Pedagogy III
(2 Lecture Hours 1 Lab Hours 2 Credit Hours)

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 Lecture Hours 1 Lab Hours 2 Credit Hours)

A continuation of Pedagogy III, teaching of the intermediate and early advanced student. Will focus on authentic performance practice style for standard Romantic and Modern repertoire.

MUSC 5230 - Technology in Music Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites include MUSC 3230 or baccalaureate degree in Music.
This fully-online course deals with new technology research, trends, and usage in terms of music education. Topics include creative uses of technology within the classroom, recording/notation/performance applications, applications available on mobile devices, applications used in distance learning environments, and research trends.

MUSC 5240 - Form and Analysis
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

MUSC 5311 - Applied Jazz Composition and Arranging Variations
(0 Lecture Hours 1.0 - 2.0 Lab Hours 1.0 - 2.0 Credit Hours)

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 Lecture Hours 1.0 - 2.0 Lab Hours 1.0 - 2.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 2 Credit Hours)

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 Lecture Hours 1.0 - 2.0 Lab Hours 1.0 - 2.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 2 Credit Hours)

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

MUSC 5700 - Wind Ensemble
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5710 - Symphony Band
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5720 - Marching Band
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 2 credits.

MUSC 5730 - Jazz Ensemble
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5750 - Concert Choir

(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5760 - Chamber Singers
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5770 - Opera Workshop
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5800A - Small Ensemble:Keyboard Ensmbl
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5800B - Small Ens:Collegium Musicum
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5800C - Small Ensemble:Guitar Ensemble
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5800D - Small Ensemble:Flute Choir
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5800E - Small Ensemble:Clarinet Choir
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5800F - Small Ens:Saxophone Choir
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

The study and performance of literature composed for small ensembles from traditional original transcribed contemporary and diverse cultural sources. May included on-campus and sometimes off-campus performances. Open by permission to music-major and non-music major students. Course is repeatable for up to 4 credits.

MUSC 5800G - Small Ens:Woodwind Ensemble
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5800I - Small Ensemble: Horn Choir
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5800J - Small Ensemble:Trumpet Choir
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5800K - Small Ensemble:Trombone Choir
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5800L - Small Ensemble: Tuba/Euphonium Ensemble
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5800N - Small Ens:Percussion Ensemble
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5800O - Small Ensemble:Jazz Combo
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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. Course is repeatable for up to 4 credits.

MUSC 5800P - Small Ensemble: Basketball Band
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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 Lecture Hours 0 Lab Hours 1 Credit Hours)

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 5890 - Marching Band Techniques
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6086 - Advanced Music Teaching
(2 Lecture Hours 1 Lab Hours 3 Credit Hours)

Development of music teaching expertise for post-secondary courses through an introduction to creating syllabi, evaluating students, music pedagogy, and reflexive teaching.

MUSC 6110 - History and Philosophy of Music Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

MUSC 6120 - Factors of Musical Learning
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Philosophies, theories, principles, and concepts of learning and their implications for the teaching and learning processes in music education. The current status of learning theory as applied to music education will be evaluated.

MUSC 6184 - Seminar in Music Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Focus on important and timely topic in music education. May be repeated once with a change of subject matter. The student will: 1. Research a current trend in music education policy or practice. 2. Prepare a plan of action utilizing the research of the selected topic appropriate to the music education classroom. 3. Collaborate with peers to evaluate potential for effective practice in today's classroom.

MUSC 6210 - Music History and Literature

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6300 - Conducting Seminar
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Focus on important and timely topics in conducting through hands-on activities, application of score study, and articulation of a personal-professional philosophy of conducting. May be repeated with a change of subject matter.

MUSC 6301 - Wind Band Literature
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This class engages the history of the Wind Band specifically through repertoire, genres, and instrumentation.

MUSC 6302 - Choral Literature
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An overview of choral literature from four periods of music history: Medieval/Renaissance, Baroque, Classical/Romantic, and Post 1900. Course content will include the characteristics and performance practices of choral music from each period.

MUSC 6600A - Principal Applied:Piano
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25 minute lesson per week per credit hour.

MUSC 6600C - Principal Applied: Voice
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performances. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25 minute lesson per credit hour.

MUSC 6600D - Principal Applied: Strings
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory stud from the standard literature. All courses are repeatable for one, two or three hours of credit- one 25 minute per week per credit hour.

MUSC 6600E - Principal Applied: Guitar
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors on the principal instrument or voice. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25-minute lesson per week per credit hour.

MUSC 6600F - Principal Applied: Flute
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25 minute lesson per week per credit hour.

MUSC 6600G - Principal Applied: Oboe
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors on the principal instrument or voice. Lessons include studies from the standard literature. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit-one 25-minute lesson per week per credit hour.

MUSC 6600I - Principal Applied: Clarinet
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic, aesthetic elements of artistic performance. Repertory studied is from the standard literature. Courses repeatable for one, two or three hours credit-one 25-minute lesson per week per credit hour.

MUSC 6600J - Principal Applied: Bassoon
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors on the principal instrument or voice. Lessons include studies technical, stylistic and aesthetic elements of artistic performance. Repertory studied is from the standard literature. Courses repeatable for one, two or three hours of credit-one 25-minute lesson per week per credit hour.

MUSC 6600K - Principal Applied: Saxophone
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit- 25-minute-lesson per week per credit hour.

MUSC 6600L - Principal Applied: Horn
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors on the principal instrument or voice. Lessons are in studies of technical, stylistic and aesthetic elements of artistic performance. Repertory studied from the standard literature. All courses repeatable for one, two or three hours of credit-one 25-minute lesson per week per credit hour.

MUSC 6600M - Principal Applied: Trumpet
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic aesthetic elements of artistic performance. Repertory studied from the standard literature. All courses repeatable for one, two or three hours of credit-one 25-minute lesson per week per credit hour.

MUSC 6600N - Principal Applied: Trombone
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic & aesthetic elements of performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25 minute lesson per week per credit hour.

MUSC 6600O - Principal Applied: Euphonium
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit- one 25 minute lesson per week per credit hour.

MUSC 6600P - Principal Applied: Tuba
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25-minute lesson per credit hour.

MUSC 6600Q - Principal Applied: Percussion
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for music majors no the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Private lessons for music majors on the principal instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory studies is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25 minute lesson per cred-it hour.

MUSC 6600R - Principal Applied: Conducting
(0 Lecture Hours 3 Lab Hours 3 Credit Hours)

Prerequisites: MUSC 6300 with a grade of a B or higher
Private lessons for graduate music students on conducting. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. Course is repeatable. Pre requisite: MUSC 6300 with a grade of a B or higher.

MUSC 6610A - Secondary Applied: Piano
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies of technical, stylistic and aesthetic elements of performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25- minute lesson per week per credit hour.

MUSC 6610B - Secondary Applied: Organ
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studies is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610C - Secondary Applied: Voice
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610D - Secondary Applied: Strings
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610E - Secondary Applied: Guitar
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses

are repeatable for one, two, or three hours of credit - one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610F - Secondary Applied: Flute
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610G - Secondary Applied: Oboe
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610I - Secondary Applied: Clarinet
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610J - Secondary Applied: Bassoon
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610K - Secondary Applied: Saxophone
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of credit - one 25-minute lesson per week per credit hour.

MUSC 6610L - Secondary Applied: Horn
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic, and aesthetic elements of performance. Repertory studied is from the standard literature. All courses are repeatable for one, two, or three hours of cred-it-one-25 minute lesson per week per credit hour.

MUSC 6610M - Secondary Applied: Trumpet
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit-one 25 minute lesson per week per credit hour.

MUSC 6610N - Secondary Applied: Trombone
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Private lessons for graduate music majors on a secondary instrument or voice. Lessons include studies in technical, stylistic and aesthetic elements of artistic performance. Repertory studied is from the standard literature. All courses are repeatable for one, two or three hours of credit one 25-minute lesson per week per credit hour.

MUSC 6610P - Secondary Applied: Tuba
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 3 Lab Hours 3 Credit Hours)

Preparation and presentation of a Graduate Recital. A Performance-major recital consists of 40-60 minutes of music; a Music Education-major recital consists of 20-40 minutes of music. Must be completed prior to the middle of the last quarter of applied study and performed be-fore a public audience.

MUSC 6982 - Directed Readings
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 3.0 - 9.0 Lab Hours 3.0 - 9.0 Credit Hours)

Development, preparation, and completion of a thesis document. It is expected that the manuscript will demonstrate high standards of scholarship. Once the topic has been chosen, a for-mal proposal is prepared. The proposal, when fully developed, must be approved by the candidate's thesis committee. During the research and writing of the thesis document, the candidate is advised to consult regularly with the major professor and the other members of the thesis committee. Following approval of the committee, the document must be defended orally.

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

NTSC 7585 - Selected Topics for Early Childhood Teachers
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

Study in any of the several branches of natural science. Credit allowable only for students enrolled in graduate programs in Education. May be repeated for credit.

NTSC 7685 - Selected Topics for Middle Grades Teachers
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

Study in any of the several branches of natural science. Credit allowable only for students enrolled in graduate programs in Education. May be repeated for credit.

NTSC 7785 - Selected Topics for Secondary Teachers
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

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

NURS 6101 - Theoretical Foundations of Nursing Practice
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An exploration and application of theories to health care delivery and to the role of the master's prepared nurse in the context of caring science.

NURS 6102 - Role of Caring Hlthcare Prof
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A course that explores the roles of the healthcare professional, theoretical models, and research related to caring science.

NURS 6103 - Health Promotion & Advanced Health Assessment
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A course designed to equip the master's prepared nurse with advanced health assessment and health promotion skills with the knowledge to focus on various physiologic systems across the lifespan and within diverse populations.

NURS 6104 - Scholarly Inquiry and Data Analysis in Nursing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: NURS 6101 and NURS 6102
A course designed to prepare master's prepared nurses with the skills and knowledge needed to use evidence-based findings to provide high quality nursing care, initiate change, and promote evidence-based practice in the context of caring science.

NURS 6105 - Leadership for Quality, Safety, and Health Policy
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A course that addresses current and emerging challenges related to patient care quality and safety within a healthcare system. Emphasis will also be placed on the political and economic forces that influence the development of health policy related to quality and safety outcomes.

NURS 6106 - Pathophysiology and Pharmacology I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This is the first of two courses designed to provide scientific knowledge of pathophysiology and pharmacotherapeutics associated with health and disease as the basis of nursing management. Requires Admission to the Graduate program.

NURS 6107 - Pathophysiology and Pharmacology II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: NURS 6106
This is the second of two courses designed to provide scientific knowledge of pathophysiology and pharmacotherapeutics associated with health and disease, as the basis of nursing management.

NURS 6108 - Epidemiology for Nursing Education and Practice
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course introduces students to the concepts of epidemiological methods and their practical applications to nursing education and practice.

NURS 6109 - Informatics, Technology, and Healthcare Outcomes
(2-3 (variable credit) Lecture Hours 0 Lab Hours 2-3 (variable credit) Credit Hours)

This course focuses on the theoretical basis of healthcare informatics with an emphasis on management and processing of healthcare data, information, and knowledge.

NURS 6110 - Teaching Strategies and Evaluation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides students with a variety of teaching strategies and evaluative approaches designed to promote a productive, effective, and caring learning environment.

NURS 6111 - Clinical Applications for the Nurse Educator
(0 Lecture Hours 8 Lab Hours 2 Credit Hours)

This course provides opportunities for the student to apply advanced clinical knowledge and skills within a selected population for the future nurse educator.

NURS 6112 - Advanced Practicum
(0 Lecture Hours 8 Lab Hours 2 Credit Hours)

This course is designed for students to utilize their selected area of advanced practice knowledge and related practicum experiences by serving as nurse educators.

NURS 6113 - Curriculum Development and Evaluation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides students with the fundamental knowledge and skill set needed to effectively design, develop, implement, and evaluate nursing education focused curricula.

NURS 6114 - Introduction to Health Systems Leadership
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A course designed to provide an introduction to health systems leadership issues, theories, and evidence-based interventions based upon caring science.

NURS 6115 - The Business of Healthcare: Financial and Economic Evidence
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course builds capability related to practice in a dynamic and complex healthcare financial environment. The course covers principles of healthcare economics; third party reimbursement; costing; budgets and budgeting; variance; economic evaluation methods; and writing a business plan to successfully defend or market a healthcare program.

NURS 6116 - Leading Human Resource Systems
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: NURS 6104 and NURS 6105 and NURS 6115
This course is designed to provide the knowledge and skills to promote an effective and efficient human resource system for patient care services at multiple levels. The processes and skills for coaching individuals and groups are also part of this course's content and student learning objectives.

NURS 6117 - Health Systems Leadership: Role of the Leader/Manager I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: NURS 6104, NURS 6105, NURS 6115 , NURS 6116
This course provides the opportunity to analyze the role of a health systems leader. The focus is on the development of knowledge and skills for operational and regulatory management, and interprofessional relationships.

NURS 6118 - Health Systems Leadership: Role of the Leader/Manager II

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: NURS 6104, NURS 6105, NURS 6115, NURS 6116, NURS 6117, NURS 6119
The course will provide further development of the health systems leader role. As such, the health systems leader's focus will allow opportunities to evaluate, modify, and maximize the knowledge and skills needed for operational and regulatory management and interprofessional relationships. Corequisites: NURS 6120

NURS 6119 - Health Systems Leadership Leader/Manager Practicum I
(0 Lecture Hours 8 Lab Hours 2 Credit Hours)

Prerequisites: NURS 6104 , NURS 6105 , NURS 6115, and NURS 6116
This course is a practicum designed to demonstrate competencies of the various roles of the health systems leader. Opportunities are provided to integrate theory, research, and evidence-based practice in the health system.

NURS 6120 - Health Systems Leadership Leader/Manager Practicum II
(0 Lecture Hours 8 Lab Hours 2 Credit Hours)

Prerequisite: NURS 6104, NURS 6105, NURS 6115, NURS 6116, NURS 6117, NURS 6119
This practicum course provides the competencies of the health systems leader. As such, the course will afford opportunities to integrate theory and evidence to maximize effective leadership. The opportunities will create best practices and health systems improvements through the completion and evaluation of a targeted healthcare improvement project. Corequisites: NURS 6118

NURS 6122 - Health Systems Leadership Clinical Nurse Leader Practicum I
(0 Lecture Hours 10 Lab Hours 2 Credit Hours)

Prerequisite: NURS 6104 and NURS 6105 and NURS 6106
This course is a practicum designed to demonstrate competencies of the various roles of the CNL. Corequisite: NURS 6124

NURS 6123 - Health Systems Leadership Clinical Nurse Leader Practicum II
(0 Lecture Hours 25 Lab Hours 5 Credit Hours)

Prerequisite: NURS 6122 and NURS 6124
This course is an immersion experience in the role of the clinical nurse leader. Opportunities are provided to integrate theory, research, and evidence-based practice in a clinical microsystem through completion of capstone project. Corequisite: NURS 6125

NURS 6124 - Health Systems Leadership Role of the Clinical Nurse Leader
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: NURS 6104 and NURS 6105 and NURS 6106
This course is an in depth examination of the roles of the Clinical Nurse Leader (CNL). Additionally, this course will examine leadership and organizational theories as well as financial concepts related to the CNL roles.

NURS 6125 - Health Systems Leadership Clinical Nurse Leader Seminar
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: NURS 6122 and NURS 6124
This course is designed to provide students the opportunity to discuss the knowledge needed in the development and implementation of the CNL role in clinical microsystems.

NURS 6201 - Theoretical Perspectives of Nursing Science
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to MSN program.
This course explores and applies nursing's unique professional perspective and identity to other healthcare disciplines using theories of health care delivery. The course also introduces the role of the master's prepared nurse in the use of evidence-based practice toward effective systems management in the context of caring science.

NURS 6202 - The Professional Caring Leader

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to MSN program
This course applies scholarly evidence, caring science, professional theories, laws, policies, and regulations and develops professional relationships to demonstrate a unique nursing identity as a leader.

NURS 6203 - Physical Assessment and Health Promotion
(2 Lecture Hours 4 Lab Hours 3 Credit Hours)

Prerequisites: Admission to MSN program.
This course is designed to equip the master's prepared nurse with advanced health assessment and health promotion skills with the knowledge to focus on various physiologic systems across the lifespan. The course also integrates the nurse's professional identity toward diversity, equity, and inclusion for optimal care outcomes.

NURS 6204 - Scholarship Advancement and Integration for Nursing Practice
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to MSN program
A course designed to prepare nurses with the skills and knowledge needed to integrate best evidence into nursing practice for the provision of high-quality nursing care caring science.

NURS 6205 - Advocacy for Health Policy, Safety, and Quality Improvement
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to MSN program
This course addresses current and emerging challenges related to patient care quality and safety within a healthcare system. Emphasis will also be placed on equitable population health policy and the political and socioeconomic forces that influence the development of health policy related to quality and safety outcomes.

NURS 6206 - Pathophysiology and Pharmacology
(2 Lecture Hours 4 Lab Hours 3 Credit Hours)

Prerequisites: Admission to MSN program
This course is designed to provide scientific, theoretical, and research-based knowledge from nursing concerning pathophysiology and pharmacotherapeutics associated with health and disease as the basis of nursing management.

NURS 6208 - Population Health for Equitable Outcomes
(2 Lecture Hours 4 Lab Hours 3 Credit Hours)

Prerequisites: Admission to MSN program
This course explores nursing's role in global and local population health, including partnerships to achieve equitable health outcomes.

NURS 6209 - Informatics and Healthcare Technology
(2 Lecture Hours 4 Lab Hours 3 Credit Hours)

Prerequisites: Admission to MSN program
This course focuses on healthcare informatics, technology, and effective healthcare outcomes. There is an emphasis on system-wide initiatives, processing and protecting healthcare data, including generating knowledge for healthcare outcome improvement.

NURS 6210 - Teaching & Evaluation in Nursing Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900
This course explores and applies educational theories, evidence-based teaching strategies and evaluation methods, and caring science for implementation in nursing education.

NURS 6211 - Nurse Educator Practicum I
(0 Lecture Hours 10 Lab Hours 2 Credit Hours)

Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900
This course provides opportunities to gain knowledge and skills for the advanced practice role of a caring nurse educator in a practicum setting and to propose a capstone teaching-learning project.

NURS 6212 - Nurse Educator Practicum II
(0 Lecture Hours 10 Lab Hours 2 Credit Hours)

Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900
This course provides opportunities to apply nurse educator advanced practice knowledge and skills in a practicum setting and to plan and implement a capstone teaching-learning project.

NURS 6213 - Course & Curriculum Design in Nursing Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900
This course explores and applies evidence-based course and curriculum design that integrates educational theories, teaching and evaluation methods, and caring science for implementation in nursing education.

NURS 6217 - Leader/Manager Health Systems Leadership Roles 1
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: NURS 6201, NURS 6202, NURS 6203, NNURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900
This course is designed to demonstrate knowledge, professionalism, and leadership skills in the role of the health systems leader/manager in complex healthcare environments.

NURS 6218 - Leader/Manager Health Systems Leadership Roles II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900
This course is designed to provide further development of the leader/manager role with a focus on quality and safety in leadership, interprofessional partnerships, and systems-based practice.

NURS 6219 - Leader/Manager Health Systems Leadership Practicum I
(0 Lecture Hours 10 Lab Hours 2 Credit Hours)

Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900
This course is designed to demonstrate the competencies of the leader/manager in a complex, changing healthcare environment. The course provides opportunities to integrate theory, evidence, and best practices for a targeted change process based on an organizational/unit assessment that needs improvement.

NURS 6220 - Leader/Manager Health Systems Leadership Practicum II
(0 Lecture Hours 10 Lab Hours 2 Credit Hours)

Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900
This course is designed to continue to demonstrate the competencies of the leader/manager in a complex, changing healthcare environment. The course provides opportunities to integrate theory, evidence, and best practices for a targeted change process based on an organizational/unit assessment that needs improvement. The course (clinical practicum) end with the completion and evaluation of a targeted healthcare improvement project.

NURS 6222 - CNL Health Systems Leader Practicum 1
(0 Lecture Hours 10 Lab Hours 2 Credit Hours)

Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900

This course is an immersion experience in the role of the Clinical Nurse Leader (CNL) designed to demonstrate competencies of this important role in health.

NURS 6223 - CNL Health Systems Leader Practicum II
(0 Lecture Hours 10 Lab Hours 2 Credit Hours)

Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900
This course is an immersion experience in the role of the clinical nurse leader. Opportunities are provided to integrate theory, research, and evidence-based practices in a clinical microsystem through completion of the capstone project.

NURS 6224 - CNL Health Systems Leader Principles
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900
This course is an in-depth examination of the roles of the Clinical Nurse Leader (CNL). This course will examine leadership and organizational theories as well as financial concepts related to the CNL role.

NURS 6225 - CNL Health Systems Leadership Seminar
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900
The course is designed to allow students to discuss the knowledge needed to develop and implement the CNL role in clinical microsystems.

NURS 6486 - Study Abroad
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

Students will explore caring science, leadership, healthcare systems, and healthcare issues through immersion in a community. During the immersion, students will explore how caring, culture, care delivery, and health policy impact healthcare and gain intercultural, leadership, and clinical knowledge through experiential learning.

NURS 6900 - Scholarly Writing
(1 Lecture Hours 0 Lab Hours 1 Credit Hours)

Admission to MSN, DNP, or EdD program
This course will address the basic mechanics of scholarly writing, peer review, self-editing, and APA format.

NURS 6981 - Independent Study
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Must be admitted to the MSN program as a prerequisite to register for this course. Independent study involving in-depth, individual research and study of a specific nursing problem and/or issue.

NURS 6985 - Special Topics in Nursing
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

Must be admitted to the MSN program as a prerequisite to register for this course. This course is related to a specific topic in health systems leadership or nursing education. The title and description of the course will be specified at the time of the offering.

NURS 6987 - Scholarly Project
(0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

This scholarly project provides an opportunity for students problems in health systems leader-ship or nursing education.

NURS 6999 - Thesis
(0 Lecture Hours 1.0 - 6.0 Lab Hours 1.0 - 6.0 Credit Hours)

The thesis provides an opportunity for students to participate in research to address problems in health systems leadership or nursing education.

NURS 8001 - Advanced Physiology and Pathophysiology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to the DNP program
This course is designed to provide scientific knowledge of physiology and pathophysiology associated with health and disease processes. Disease process, prevention, diagnosis, treatment, and clinical progression will be discussed.

NURS 8002 - Advanced Pharmacology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to the DNP program
The course is designed to address the nursing management of pharmacologic therapeutic interventions associated with illness, disease, and health promotion across the lifespan. This course builds on and expands pharmacological principles to the application of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics nursing interventions.

NURS 8008 - Advanced Practice Nursing: Primary Care Pediatrics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: NURS 8001; NURS 8002; NURS 8003; NURS 8004; and NURS 8006
Within the framework of an FNP role, this course provides an understanding of health promotion and population health, anticipatory guidance, developmental surveillance and assessment, and management of commonly occurring acute and chronic illnesses in children from birth through adolescence (young adults). The importance and complexities of the family are also examined in relation to the child's healthy growth and development. Corequisites: NURS 8009

NURS 8024 - DNP Specialty Practicum III
(1 Lecture Hours 4 Lab Hours 2 Credit Hours)

Prerequisites: NURS 8023
This course is the third in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage, in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

NURS 9001 - Current Trends and Issues in Nursing Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: EDDN
This course is designed is to prepare doctoral students for current and future movement in nursing education. The course emphasizes the development of complex competencies to meet the educational needs of a rapidly developing global society.

NURS 9002 - Quantitative Research in Nursing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: NURS 9005
This course addresses quantitative research, methods, designs, and approaches to scientific inquiry in nursing education.

NURS 9003 - Principles of Qualitative Inquiry: Design and Methods
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: NURS 9005
Principles of qualitative research methodology will be explored including philosophical frameworks, an introduction to qualitative methodologies, rigor, and data collection and analysis strategies

NURS 9004 - Teaching the Adult Learner

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: EDDN
This course examines theories of pedagogy and andragogy and practical application in the adult education process

NURS 9005 - Nursing Theory in Nursing Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: EDDN
This course includes the opportunity for analysis and evaluation of concepts related to theory development and an exploration and analysis of middle range theories. Additionally, the course will include an examination of nursing theory and its link to the research process and best practices in nursing education.

NURS 9006 - Educational and Healthcare Policy Analysis
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

Prerequisite: EDDN
This course is an advanced study of policy and its impact on nursing education and health care. It is designed to enable nurse educators to become more knowledgeable, effective, and responsible participants within the political context of the academic and health-care settings.

NURS 9007 - Applied Statistical Methods in Nursing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: NURS 9005
This course provides the student with the opportunity to examine statistical methods for nursing and educational research. Emphasis is on the utilization and interpretation of descriptive and inferential statistics.

NURS 9008 - Theoretical and Philosophical Foundations of Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to the EdD in Nursing Education Program
This course provides an overview of philosophical, ideological, and/or theoretical constructs that have influenced nursing education.

NURS 9009 - Curriculum: Theory and Practice
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: NURS 9001 and NURS 9004 and NURS 9005
This course provides an opportunity to develop and analyze nursing curricula based on the interpretation, evaluation, and synthesis of current and historical literature.

NURS 9010 - Nursing Research Seminar
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

Prerequisite: NURS 9002 and NURS 9003 and NURS 9007
The Nurse Educator Research Seminar is designed to provide a forum for interdisciplinary/interprofessional discussion related to the synthesis of scientific findings. This course will provide opportunities for students to evaluate and translate components of the research process to the selected dissertation topic.

NURS 9011 - Ethics in Nursing Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to the EdD in Nursing Education program
This course is designed to provide the student the opportunity to analyze ethics in nursing education

NURS 9012 - Nursing Education Synthesis
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: NURS 9001 and NURS 9002 and NURS 9003 and NURS 9004 and NURS 9005, NURS 9009
This course provides the student with opportunities to synthesize the roles, processes, and functions of an educator within higher education.

NURS 9013 - Nursing Education Leadership for Diversity for the 21st century
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course explores the application of leadership theories within a culturally diverse society in the context of a quality caring curriculum. Students are challenged to develop a global perspective and appreciation of the cultural complexity and diversity within healthcare and educational settings.

NURS 9014 - Methodology Development
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: NURS 9002, NURS 9003, NURS 9005, NURS 9007, NURS 9011, NURS 9018
This course will provide a critical examination of research methodology in quality caring nursing education.

NURS 9015 - Dissertation
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

This course is the research dissertation which demonstrates a mastery of study and contributes to the literature in nursing education. Prerequisites: variable credit hours and prerequisites of successful proposal defense, consent of dissertation chairperson, and admission to candidacy.

NURS 9016 - Distance Education in Nursing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to the EdD in Nursing Education program
This course provides a focus on current issues and challenges for the distance education professional in nursing education through the design and evaluation of online learning environments.

NURS 9018 - Advanced Research Methods
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

NURS 9002 , NURS 9003 , and NURS 9007
This course provides an opportunity for students to build upon previous content addressed in the NURS 9002, NURS 9003, and NURS 9007 courses and focuses on the design and development of a quantitative or qualitative research study prospectus.

NURS 9019 - Comprehensive Exam
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: NURS 9002, NURS 9003, NURS 9005, NURS 9007, NURS 9014, NURS 9014, NURS 9018
This course will assess the student's ability to demonstrate, through scholarly writing, knowledge synthesis of doctoral coursework and readiness to begin the doctoral dissertation. The course will contain the comprehensive exam for the program and the comprehensive exam will be INDEPENDENTLY written. The comprehensive exam may be repeated only once within the course. Failure of the second comprehensive exam attempt will result in an unsatisfactory in the course and dismissal from the program.

NURS 9020 - Developing the Nursing Dissertation Proposal
(3-4 Lecture Hours 0 Lab Hours 3-4 Credit Hours)

Prerequisites: NURS 9019 Comprehensive Exam
This course guides students through the development of their dissertation proposal by completing Chapters 1, 2, and 3, producing a proposal ready for dissertation committee review and oral presentation to the School of Nursing.

NURS 9021 - Applied Nursing Inquiry: Dissertation Research Implementation
(3-4 Lecture Hours 0 Lab Hours 3-4 Credit Hours)

Prerequisites: NURS 9020 Developing the Nursing Dissertation Proposal
This course guides students through the formal proposal of their dissertation study, preparing and submitting an Institutional Review Board application, and implementing the proposed study. The course emphasizes executing the research plan with scholarly rigor, ethical integrity, and methodological alignment

NURS 9022 - Advanced Nursing Inquiry: Dissertation Completion

(3-4 Lecture Hours 0 Lab Hours 3-4 Credit Hours)

Prerequisites: NURS 9021 Applied Nursing Inquiry: Dissertation Research Implementation
The NURS 9022 is the final course in the 3-course series and guides students as they complete the implementation of their dissertation study. Course milestones include data analysis, development of dissertation Chapter 4, presentation of their dissertation findings, and preparing the final dissertation manuscript for submission to ProQuest. The course emphasizes the demonstration of advanced nursing inquiry, methodological and scholarly rigor, ethical integrity, and professional dissemination of the study's findings. If students do not complete the milestones for the course adequately, they may repeat the course one time. If a third time is necessary, permission from the Associate Dean of the Tanner Health School of Nursing should be obtained.

NURS 9900 - Ed.D. Scholarly Writing
(1 Lecture Hours 0 Lab Hours 1 Credit Hours)

This course will address the mechanics of scholarly writing, peer review, self-editing and APA format.

P-12 Education
(All courses carry three hours credit unless otherwise noted.)

PTED 6214 - Techniques of Instructional Management and Discipline
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Exploration and examination of approaches of instructional management of learners, resources, and learning activity. Techniques for integrating various approaches to classroom discipline into instructional management will be developed.

PTED 7239 - Language and Culture in the Classroom
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Topics will include the historical, philosophical, socio-cultural, and theoretical foundations of multicultural education; the importance of cross-cultural communication including relationships between nonverbal and verbal language systems; interpersonal skills for encouraging harmony between the dominant culture and culturally and linguistically diverse populations. Students will also examine, evaluate, and develop curricular materials for culturally and linguistically diverse populations.

PTED 7240 - Literacy, Linguistics, and Second Language Acquisition
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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, Materials, and Assessment
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Examination of past and current approaches, methods, and techniques for teaching English as a second language. Participants analyze program models and methods of instruction for students of limited English proficiency; demonstrate teaching strategies; develop lesson and unit planning skills; evaluate materials, textbooks, and resources available in the field; examine issues in testing students of limited English proficiency for placement, diagnosis, exit, and evaluation; and analyze current assessment instruments.

PTED 7243 - Strategies in Foreign Language Education (P-12)
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to inform and sensitize teachers to the critical need for equitable education for culturally and

linguistically diverse student populations. Topics will include the historical, philosophical, sociocultural, and theoretical foundations of multicultural education; the importance of effective cross cultural communication and interpersonal skills; and the attributes of culturally compatible curriculum.

PTED 7246 - Comparative Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to compare the educational system of the United States with selected educational systems of the world.

PTED 7281 - Independent Project
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Preparation of an independent project under the direction of a full-time college faculty member.

PTED 7282 - Directed Readings in Education
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Concentrated readings and review of research studies and literature relative to areas of significance to P-12 education.

PTED 7287 - Practicum
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Practical experience with students, parents, teachers, and other school personnel in a public school setting under the supervision of a college staff member. May be repeated for credit.

PTED 7294 - Educational Workshop
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

PTED 7295 - Educational Workshop
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

PTED 7296 - Educational Workshop
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization

Philosophy

PHIL 5100 - Phenomenology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A historical examination of such twentieth-century phenomenologists as Husserl, Heidegger, Sartre, Mealeau-Ponty, Marcel and Ricoeur.

PHIL 5120 - Professional Ethics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course examines ethical questions that can arise in the professions and occupations, such as: Is my privacy violated when my job requires that I can be tested for drugs? What should I do if I know that my employer is making an unsafe product? Should physicians ever lie to their patients? Do corporations have any responsibilities beyond making a profit for their shareholders? The course also examines more theoretical issues concerning professionalism and the professions, such as the nature of the relationship between professionals and clients and the connection between ordinary and professional morality.

PHIL 5381 - Independent Study
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Guided investigation of a topic not addressed by regularly scheduled courses. Students must propose a detailed plan of readings, articulating precise learning objectives, and must secure the written consent of both a supervising instructor and the department chair.

PHIL 5385 - Special Topics
(0 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of a topic in philosophy that transcends the boundaries of the fixed curriculum. Requires permission of the department chair to repeat.

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

PHED 6622 - Current Issues in Physical Education and Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6630 - Assessment and Program Evaluation in Health and Physical Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an opportunity for in-depth analysis of assessment and program evaluation in health and physical education. Students will gain a deeper understanding of lesson and unit assessment, the development of course-based rubrics for measuring learning outcomes, grading in health and physical education, and overall program evaluation, including curriculum and related content.

PHED 6660 - Fundamentals of Teaching Health and Physical Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission to Teacher Education program
In this course, students will be introduced to the teaching of health and physical education with emphasis on the social, historical, and philosophical bases. The students will explore the roles and responsibilities of the health and physical education teacher related to effective practice and quality instruction. Research-based methods of teaching K-12 students will be discussed, reviewed and practiced. Co-requisite: PHED 6665.

PHED 6665 - Methods of Teaching K-12 Health and Physical Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides a comprehensive overview of advanced pedagogical skills and knowledge related to teaching for student learning in health and physical education. The course develops an in-depth understanding of standards-based curriculum content and research-based effective teaching skills for K-12 programs. Content also includes the school health index, coordinated school health programs, and teaching resources for health. This course requires advanced analysis of teaching experiences, focusing efforts on effective planning, teaching, and video-based reflection of K-12 student learning outcomes. Co-requisite: PHED 6660.

PHED 6667 - Foundations of Nutrition
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: PHED 6660 and PHED 6665 and Admission to Teacher Education program
The focus of this course is on health education curriculum and knowledge related to teaching health in K-12 settings. The topics include the school health index, comprehensive school health program, national health education curricula, national health education standards and teaching resources in health.

PHED 6670 - Movement for Children in Physical Education and Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Study of philosophy, theory, content and teaching techniques of movement for children in elementary school and youth sport settings.

PHED 6675 - Current Issues and Trends in Health, Physical Education, and Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will examine strengths, weaknesses, opportunities and threats related to health, physical education, and sport programming. In addition, the course provides opportunities to explore current and new technologies for student learning, advocate for effective curricula and related needs, and seek methods for programmatic growth and improvement.

PHED 6680 - Physical Education for Children with Disabling Conditions
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 9.0 - 18.0 Lab Hours 3.0 - 6.0 Credit Hours)

Prerequisite: PHED 6660 and PHED 6665 and Admission to Teacher Education program
Enrollment requires permission of instructor. This course involves practical, supervised teaching experience in a variety of school settings throughout the semester.

PHED 7610 - Curriculum Development in Health and Physical Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an in-depth examination and interpretation of curriculum, instructional models and assessment, and current program design and instructional trends in health and physical education. Students will acquire the tools necessary for developing a comprehensive health and/or physical education curriculum with an emphasis on reducing health disparities and promoting a physically active lifestyle.

PHED 7614 - Organization and Administration of Health, Physical Education and Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an extensive review of the administrative theories and functions for quality health, physical education and physical activity programs. Students will explore the management process, including a variety of leadership and organizational roles in K-12 settings, in addition to advocating for and meeting the needs of all students.

PHED 7618 - Applied Motor Control
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is focused on the primary factors affecting human performance and the physiological modifications that occur during exercise. Students will explore how the body produces energy during exercise, including the

modifications within the cardiovascular, respiratory, and muscular systems throughout exercise sessions. The design of advanced training fitness programs based on scientific research will be reviewed.

PHED 7626 - Sociological and Psychological Aspects of Health, Physical Education and Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to help students develop a working knowledge of the influences for participation in physical activity. Students will analyze the social and psychological factors contributing to the perspectives, beliefs, and practices in health and physical education. Examples include economics, education, environmental factors, social and community contexts, and access to health care, activity spaces, and educational programs.

PHED 7630 - Legal Issues in Health, Physical Education and Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students in this course will examine the legal system in the United States, including statutes, standards, and case studies pertaining to the fields of health, physical education, and sport. Students will explore and review laws, national/state policies, academic language, and legal foundations.

PHED 7640 - Research in Health and Physical Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 7660 - Developing the Whole Child for 21st Century Learning
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an in-depth review of the principles and evidence-based practices associated with improving students' cognitive, physical, social, and emotional development. The course is focused on strategies for developing, implementing, and evaluating school programs for a positive impact on individual and community health.

PHED 7665 - Analysis of Research on Teaching in Health and Physical Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students in this course will learn to review and analyze professional literature in health, physical education, and physical activity. Critical reasoning skills and statistical analysis of research will be a significant focus. Students will engage in scholarly discussion and writing to reflect advanced reasoning and inquiry.

PHED 7669 - Supervision in Health and Physical Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Seminar/laboratory experience in supervision of the health and physical education teacher and health and physical education student teacher in the public schools.

PHED 7670 - Comprehensive Exam
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

A comprehensive final examination is administered during the final semester to all candidates seeking a Master of Education in Physical Education.

PHED 7681 - Independent Project
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 3 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Titles and descriptions of specific course will be specified at time of offering. May be repeated for credit.

PHED 7691 - Educational Workshop
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

PHED 7692 - Educational Workshop
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

PHED 7693 - Educational Workshop
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

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 8600 - The Development and Advancement of Physical Education and Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will focus on the deep-rooted traditions and historical constructs of physical education and sport-based programs while also navigating the shift in cultural norms, routines, rules and practices. Students will examine history, principles, and philosophical perspectives within physical education and sport programs, identify current and future opportunities for student, athlete, and program development, and describe various research-based aspects for promoting physical activity, developing expertise, and understanding sport in modern society.

PHED 8603 - Educational Facilities
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 8610 - Current Issues in Health and Wellness
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is focused on providing students with the necessary knowledge and skills needed to address current issues within health, physical education, and wellness professions. Students will examine key competencies and models within health and wellness.

PHED 8620 - Practitioner Research in Health, Physical Education, Wellness, and Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will focus on the methodologies and significance of practitioner research within health, physical education, wellness, and sport professions. Through examination and application of key features of practitioner research, students will engage in a critique of pedagogical and professional practices for enacting meaningful and purposeful change.

PHED 8628 - Current Issues in Health Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 8630 - Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness, and Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to provide students with the knowledge and practical skills necessary to lead and supervise programs in the fields of health, physical education, wellness, and sport. The course will cover topics such as leadership theories, program evaluation, district wellness leadership, and supervision techniques. Students will also learn how to develop and implement effective programs that promote health, wellness, and physical activity.

PHED 8640 - Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on how to incorporate students with disabilities in health, physical education, wellness, and sport settings. The course will cover teaching strategies, equipment, environments, and assessments that have been adapted to meet the needs of all students. The course will also cover state laws, policies, and guidance for participation in physical education and physical activity for students with disabilities. Additionally, this course will cover methods and implementation strategies for including students with disabilities in district wellness-related activities.

PHED 8650 - Advanced Theory and Application in Coaching Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will focus on several theoretical constructs appropriate for coaching education. Students will have opportunities to use various theories and principles of instruction, management, and student relationships for applied settings primarily in youth and K-12 programs. Close examination of standards, rules, routines, and common practices will be included in the course, in addition to the review and critique of relevant literature in coaching education.

PHED 8661 - Critical Analysis of Professional Literature in Physical Education and Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: EDRS 6301 and PHED 8661
This course will be conducted as a seminar in which the educational specialist student will design and implement a research project. The project will include a written proposal with a literature based rational, and a written report of methods, results, and conclusions.

Physics

PHYS 5203 - Advanced General Physics for Teachers
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A survey of general physics for in-service science teachers.

PHYS 5411 - Scientific Communication
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

PHYS 5985 - Special Topics in Physics

(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

Title and description of course to be specified at time of offering. May be repeated for credit. For students pursuing graduate degrees in education.

Planning

PLAN 6702 - Land Use Planning
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Examines and understands existing land use planning methods and formats. Develops land use planning skills and gains experience by developing a land use plan.

Political Science

POLS 5002 - GIS, Planning, and Public Service
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: GEOG 5551
This course is an introduction to geographic information systems (GIS) and its use in the public service as it relates to planning, public administration, and public safety, particularly in local government and communities. The course is theoretical and practical (i.e., very hands-on), addressing both the structure of geographic information systems and the use of this tool within planning for spatial analysis and data management.

POLS 5101 - Legislative Process
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course examines the nature and development of public opinion in America and the inter-action between public opinion and government. The influence of public opinion on government institutions and public policy formation in America and the impact of government upon citizens' attitudes and opinions are explored.

POLS 5200 - Principles of Public Administration
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of the interactions between various levels of government, nonprofit and private organizations in the federal system.

POLS 5204 - Public Finance
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 - Politics of Big Tech
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Politics of Big Tech will emphasize the development of national, international, and state/local policies that govern big tech firms, emphasizing the fragmentary nature of regulatory responses to large multinational retailers and media platforms alike. We will examine the ramifications of platform dominance and its impact on society, as well as the implications for democracy.

POLS 5208 - Public Health Administration and Policy
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Environmental Policy will emphasize the national and state policy making process, focusing on the dynamics of pluralist change, policy implementation and current environmental status.

POLS 5210 - Public Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 5213 - Comparative Public Administration and Policy
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to explore the theoretical principles and practical applications of management for charities and/or nonprofit organizations. The underlying thesis of this course is that by understanding fundamental principles such as developing effective mission and objectives statements, fundraising, marketing and accounting strategies,

nonprofits can become more effective and responsive to their constituency's needs. The course will include a field research component.

POLS 5216 - Gun Policy
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Gun control policy is one of the most contentious policy issues in not just the United States, but in other advanced democracies of the world. This class is designed to analyze and assess why gun control policy exists in its current state. The course will explore a variety of arguments for the current state of gun control policy. By the end of the semester students should be able to analyze and evaluate how culture, agenda setting and formulation, institutions and policy making, interest groups, the media, parties, elections, public opinion, and other factors shape gun control policy in the United States.

POLS 5217 - Grant Writing for Nonprofit Organizations
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course helps to develop the skills necessary for students to have the knowledge to be able to develop a solid funding grant proposal. This course is ideal for students who are working for nonprofit and government agencies and are seeking to develop the skills needed to become an effective grant writer. Additionally this course is ideal for students who work with and/or supervise grant based programs or agencies and who wish to acquire the knowledge of how the grant process works.

POLS 5222 - Leadership in the Public and Nonprofit Sectors
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Organized activities need effective leaders. Thus, becoming an effective, successful leader in the public service requires gaining a solid understanding of the nature of organizations and the factors that influence human behavior within those organizations. This course examines leadership theories and their practical application in modern public and nonprofit organizations. This course provides opportunities for students to develop their leadership knowledge and skills that can help them guide employees to deliver services and products effectively and efficiently in both the public and nonprofit sectors. In addition, this course will consider organizational and leadership challenges and how to meet these with improved leadership strategies.

POLS 5301 - Constitutional Law I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Study of the application and interpretation of the constitutional protections by the American courts.

POLS 5405 - Politics in the European Union
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is a graduate introduction to the history, political institutions, and policy of the European Union. In the past half-century, the EU has grown from a set of weak and poorly defined institutions with a limited policy domain and an emphasis on national sovereignty into an extensive political system with increasingly strong supranational actors influencing all aspects of political and economic life.

POLS 5406 - British Politics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course analyzes the politics of the United Kingdom, investigating the Norman roots of British politics. It focuses on the evolution and functioning of the current political system and the institutional structure of Britain. We discuss who has the power and how it is used. The course also addresses the interplay between a unitary state structure and regionalism in Scotland, Wales, Northern Ireland and England as well as cultural and political identity in those regions.

POLS 5462 - American Politics since 1933

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A study of the history of American politics from the New Deal to the present, with emphasis on the history of the presidency, electoral changes, political ideologies, political parties, and national political trends.

POLS 5501 - International Law
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 5503 - International Organizations
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 5509 - EU Law & Legal Systems
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on the legal institutions that constitute the European Union and the legal processes of those institutions. The course examines the body of law, both static and dynamic, on which these institutions rest and that have been produced by the institutions themselves. This law includes the several treaties that provide the legal basis of the EU; the body of statutory law enacted by the Parliament, the Council, and the Commission; and the judicial decisions adjudicated by the Court of Justice and the Court of First Instance; and finally, the administrative rulings issued by the European Ombudsman.

POLS 5510 - Foreign Policy & the EU
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The course explores regionalism in international relations with a focus on how its growing complexity reflects the variations in regional political, social, and cultural contexts. The early part of the course focuses on theories of regional integration. The remainder of the course will examine these three regions of the world in light of these theories. We will explore differences in institutional design, goals, and scale across these regions and how these differences reflect the particular context of these regions. We will focus on three intergovernmental institutions: The European Union, The North American Free Trade Agreement, and the African Union (formerly the Organization of African Unity). Special attention shall be given to the role of the EU as an exemplar of regional integration and its influence in the evolution and design of the other two organizations.

POLS 5601 - Ancient and Medieval Political Thought
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A critical reading of selected works by major ancient and medieval western political thinkers, e.g., Sophocles, Thucydides, Plato, Aristotle, Augustine, Aquinas, and Machievelli.

POLS 5602 - Modern Political Thought
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A critical reading of selected essays, speeches, debates, and literary works from America's great and unique political tradition. The course will focus on various major themes, for in-stance, commerce, freedom, justice, race, democracy, representation, community, or family life.

POLS 5985 - Problems in Politics

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Specialized areas of analysis in a subfield of political science with the specific titles announced in the class schedule and entered on the students' transcripts. Students may repeat the course for credit as topics change.

POLS 6200 - Public Budgeting and Financial Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A hands-on practical course in how governments collect and spend tax dollars and with what effects. Theories of budgeting are examined for their usefulness in the daily realities of the government budgeting setting. Through in-class group assignments, students learn to construct budgets with economic data, write policy statements, and demonstrate an understanding of capital budgeting, cash and accounting principles.

POLS 6201 - Theory of Public Administration and Ethics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Research techniques and computer applications relevant to public and nonprofit agencies. The design, data collection, and analysis component of the research process are emphasized.

POLS 6203 - Public Organizational Theory
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A survey of the major theories of organizational design and behavior with an emphasis on comparisons of public, private, and nonprofit agencies.

POLS 6204 - Public Policy Analysis and Program Evaluation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Concepts, techniques of analysis and evaluation methods for the design and assessment of public policy and programs.

POLS 6205 - Administrative Law and Procedures
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A detailed study, by ways of cases and controversies, of the Constitutional, legal, ethical, and administrative principles which regulate the actions of public servants, the course examines cases from both federal and state administrative experience.

POLS 6206 - Public Human Resource Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6211 - Disaster Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Demographic changes, human settlement patterns, land-use decisions, and political and social policy dynamics have increased vulnerability to natural and man-made disasters. Planning and policy processes and interventions can help reduce disaster vulnerabilities and increase resilience at every stage of the disaster management cycle: disaster mitigation, preparation, response, and recovery. The course will be divided into four modules relating to planning and policy processes corresponding to these four traditional phases of disaster management. Throughout the semester, particular attention will be paid to how disaster planning and policy efforts can increase and promote resilience and reduce vulnerabilities.

POLS 6283 - Continuing Research
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

This course is for students completing degree requirements who will be using staff time of University facilities and for whom no regular course is appropriate.

POLS 6285 - Special Topics in Public Policy/Administration
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Specific titles announced in class schedules and entered on transcripts. Course may be repeated as topics change.

POLS 6286 - Public Administration Internship
(0 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students not employed in public service or with no government professional experience will complete a 3-month internship in a governmental agency or non-profit organization. Upon completion of the internship, an assessment will be made by the supervising professor and the intern's supervisor of the student's performance.

POLS 6287 - Capstone Project and Assessment in Public Administration
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The Capstone Project and Assessment in Public Administration is a culminating experience in the program, designed to synthesize and apply key concepts from the curriculum to contemporary issues in public administration. The core of the course activities involves students completing an applied research project that not only draws upon the comprehensive knowledge acquired throughout their studies but also addresses real-world challenges in the field. This project serves as a demonstration of the student's ability to effectively integrate theoretical insights with practical applications, preparing them for successful careers in public administration. Furthermore, students will have opportunities to evaluate their competencies in public administration, with guidance primarily from the NASPAA Universal Competencies and the MPA learning outcomes.

POLS 6290 - Practicum and Assessment
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course assures that students gain practical knowledge and skill in program and policy administration by applying the latest and most effective theory and practice to real-world problems. Students both identify and offer alternative approaches to meet needs of a service, community, or public organization.

POLS 6702 - Land Use Planning
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Examines and understands existing land use planning methods and formats. Develops land use planning skills and gains experience by developing a land use plan.

POLS 6981 - Directed Readings
(0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

In-depth, individualized research on specific political problems and issues using recent, up-to-date public administration research work and journal articles.

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

PSYC 5030 - History and Philosophy of Psychology
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

An intensive exploration of the major theoretical themes in psychology in historical and contemporary contexts.

PSYC 5040 - Psychology of Dreams
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An exploration of the content analysis of dreams as a vehicle for personal growth. Classical theories (e.g., Freudian,

Jungian, Gestalt) will be covered, as well as contemporary physiological, phenomenological and cognitive theories. Emphasis will be placed on personal under-standing of one's dreams as they relate to everyday life.

PSYC 5070 - Psychology of Myth and Symbol
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A study of myths and symbols in human expression.

PSYC 5085 - Horizon Seminar
(3.0 - 4.0 Lecture Hours 0 Lab Hours 3.0 - 4.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

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

PSYC 5140 - Psychology of Gender
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of the ways scientists and psychologists investigate unusual experiences such as telepathy, pre-cognition, psycho-kinesis, remote viewing and clairvoyance. Parapsychology's impact on consciousness studies, research design, and medicine and healing is discussed.

PSYC 5230 - Phenomenological Psychology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A psychological study of the adult world, emphasizing psychological growth from the end of adolescence through old

age. Developmental issues will be examined from psycho- analytic. psychosocial, phenomenological and transpersonal perspectives.

PSYC 5290 - Moral and Social Development
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 3 Lab Hours 3 Credit Hours)

An interdisciplinary study of a selected culture, involving history, politics, sociology, and economics, as well as literature, art, music and spiritual life. The course includes a trip to the area studied. Same as FORL 5300.

PSYC 5500 - Explorations into Creativity
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

PSYC 5700 - Ecopsychology
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

This course offers an exploration of the emerging field of ecopsychology, an interdisciplinary focus on the conjoined themes of eco and psyche. The course will deepen understanding of major currents that constitute ecopsychology, facilitate comprehension of their impact on the conceptual foundations of the discipline of psychology, and consider applications of ecopsychology as professional practice.

PSYC 6000 - Foundations of Humanistic Psychology
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

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

PSYC 6010 - Human Growth and Potential
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 6021 - Psychology as Human Science
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

Explores the philosophical, theoretical, and methodological roots of approaches to psychology as human science. Combines conceptual acquaintance with practical application.

PSYC 6083 - Research Methods
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

In-depth study of a specific theory of psychotherapy/ intervention with individuals, groups, or families, with focus on explanation, prevention, and treatment of struggle. The specific theoretical focus will vary by semester, and will be indicated following the colon in the course title and on the student transcript. May be repeated for credit.

PSYC 6151 - Psychological Appraisal
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Emphasizes the mastery of attending, responding, action and termination strategies necessary to assist client's progress through the stages of counseling. Focuses on the counseling skills which facilitate client self-understanding, client goal-setting and client actions. Same as PSYC 6161

PSYC 6200 - Theoretical Approaches to Counseling and Psychotherapy
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A practical introduction to the methods of initiation, facilitation, and termination of the psychotherapeutic process. Therapeutic frame and contract, transference and counter transference issues are explored through lectures and role-playing exercises with volunteer clients.

PSYC 6230 - Group Counseling and Psychotherapy
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 1 Lab Hours 1 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

PSYC 6287 - Clinical Practicum
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Structured supervised experience in counseling and psychotherapy in agency settings. May be repeated for credit. Students will enroll concurrently in 1-credit hour tutorial- clinical supervision.

PSYC 6390 - Psychological Suffering and Disorders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

PSYC 6400 - Psychology, Culture, and Society
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

An intensive exploration of the effects of culture on psychological life that works with recent ideas on the interrelationship of history, culture, and the psychological. The course draws upon theory and research approaches

derived from feminism, qualitative research paradigms, cultural studies, discursive analysis, psychoanalysis and critical theory.

PSYC 6550 - Lacanian Psychoanalysis
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Experiential activities aimed at developing a capacity for empathy. Examples: cross-cultural experience where the student can live in a significantly different culture or sub-culture to enter the phenomenological framework of this group; survival experiments: other ventures decided on by the professor and student.

PSYC 6720 - Advanced Experiential III
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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

PSYC 6785 - Advanced Horizon Seminar
(3.0 - 4.0 Lecture Hours 0 Lab Hours 3.0 - 4.0 Credit Hours)

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 6785A - Advanced Horizon Seminar
(3.0 to 4.0 Lecture Hours 0 Lab Hours 3.0 to 4.0 Credit Hours)

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 6785B - Advanced Horizon Seminar

(3.0 to 4.0 Lecture Hours 0 Lab Hours 3.0 to 4.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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

PSYC 6882 - Directed Reading in Psychology
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Provides a systematic, precise, and rational perspective based on probability theory. Learning involve descriptive and inferential statistics and computer application of statistics and computer application of statistical packages.

PSYC 7004 - Historical Foundations of Psychology
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

The course is intended to provide historical overview of the field of psychology, including its conceptual situation in broad traditions of thought and as it has developed in its "mainstream" trajectories as a distinct discipline. The main purpose of the course is to reflect on and critically assess standard accounts of psychology's history, which will afford assessment of its future.

PSYC 7020 - Transpersonal Development
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Addresses fundamental concepts in psychoanalysis through a rerun to Freud's texts and exploration of the basic schools psychoanalysis after Freud. The emphasis is on clinical practice and the relationship between psychoanalysis and psychology. Course will require clinical and/or research applications.

PSYC 7430 - Cross-Cultural Communication
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

PSYC 7500 - Existential Psychology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

PSYC 7650 - Buddhist Psychology
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

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

PSYC 7670 - Music and the Mind
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

PSYC 7810 - Tutorial
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

Students meet in small groups with instructor once a week to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810A - Tutorial
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810B - Tutorial
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810C - Tutorial
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810D - Tutorial
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810E - Tutorial
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810F - Tutorial
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7810G - Tutorial
(1.0 - 4.0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

Students meet in small groups with instructor to discuss a research topic. Subject matter varies each semester. Variable credit up to 4 hours.

PSYC 7820 - Workshop
(1 Lecture Hours 0 Lab Hours 1 Credit Hours)

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 Lecture Hours 0 Lab Hours 1 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

Basic issues in mind/body psychology, such as the phenomenology of embodied consciousness, psychoneuroimmunology, neuroscience, holistic health and contemplative disciplines.

PSYC 8004 - Development, Transformation, and Change
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

An examination of the practice and application of research methodologies such as qualitative, phemonological, hermeneutic, ethnographic, and discourse analysis.

PSYC 8006 - Advanced Human Science Methodologies
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

Advanced applications and design of qualitative methods and their fields of application, including health psychology, education, community, program evaluation and other fields.

PSYC 8007 - Critical Foundations of Psychology
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

This course represents one of the program's fundamental approaches to the study of consciousness and society. This course provides a historical and current day perspectives on the seminal philosophical, theoretical and empirical perspectives in the discipline of critical psychology. Within this course we develop an understanding of consciousness as situated at the intersection of systems of power, be it at the individual, group or societal level.

PSYC 8008 - Humanistic Foundations of Psychology
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

This course represents one of the program's fundamental approaches to the study of consciousness and society. The course examines the paradigm of psychology as a specifically humanistic discipline. Its focus is on the historical origins and philosophical foundations of this approach.

PSYC 8009 - Transpersonal Foundations of Psychology
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

This course represents one of the program's fundamental approaches to the study of consciousness and society. It provides a theoretical and experiential foundation in transpersonal psychology. Western psychology often focuses on the individual person as a single, separate, extrinsically existing entity in relation to others. Transpersonal psychology challenges this assumption, effectively returning to psychology's original meaning as the study (or revealing) of soul or spirit.

PSYC 8010 - Theoretical Foundations of Psychological Inquiry
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

Philosophy of inquiry is the foundational course for the research sequence. The course focuses on problems and concepts with direct relevance to psychological inquiry. Including a survey of historical views of science and scientific method, and competing views of what grounds the authority of science.

PSYC 8102 - Psychospirituality and Transformation
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

Often attributed to religion and perforce, confounded by differing opinions, epistemology and ethics - the study of knowledge and values, of truth and goodness, respectively - are matters of the human mind. To elucidate the crisis in these two disciplines, the course provides a historical overview of them; and to offer realistic hope of addressing the crisis, the course focuses on Bernarad J.F.Lonergan's analysis of intentional consciousness and its inherent norms for correct knowledge and responsible decision.

PSYC 8270 - Depth Psychology
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

Topics in depth psychological theories of the unconscious.

PSYC 8280 - History of Consciousness
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 4 Credit Hours)

Practice in the cultivation of methods of conscious awareness, such as meditation, yoga, and other forms of mental discipline.

PSYC 8301 - Program Evaluation
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

Advanced studies in program evaluation; applied settings are emphasized.

PSYC 8581 - Independent Project
(0 Lecture Hours 0 Lab Hours 1.0 - 4.0 Credit Hours)

Independent research in a particular topic, under the supervision of a professor.

PSYC 8584 - Advanced Seminars
(0 Lecture Hours 0 Lab Hours 4 Credit Hours)

These seminars will offer advanced study in special topics; Child & Youth Care, Organizational Transformation, Community Building & Generativity, Disaster Mental Health, Cultural Diversity and Community.

PSYC 8884 - Psychology Proseminar
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

This post-master's-level seminar introduces students to advanced study in psychology by critical examination of key issues in contemporary psychology. Particular topics will vary. May be repeated for credit.

PSYC 8887 - Advanced Practicum in Psychology
(0 Lecture Hours 1.0 - 3.0 Lab Hours 3.0 Credit Hours)

Post-master's-level supervised practicum in an applied setting. May be repeated for credit.

PSYC 9002 - Doctoral Qualifying Seminar
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

The doctoral qualifying course serves two purposes. Firstly it prepares a student for comprehensives, which will be presented within the context of the class. Secondly, it allows one to discuss and develop a frame for a dissertation proposal and leads to a proposal draft. May be repeated once for credit. Student should have completed all required classes and required hours to enroll

PSYC 9087 - Teaching Practicum
(0 Lecture Hours 0 Lab Hours 3 Credit Hours)

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

PSYC 9187 - Practica
(0 Lecture Hours 0 Lab Hours 4 Credit Hours)

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

PSYC 9887 - Internship
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

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 Lecture Hours 0 Lab Hours 1.0 - 9.0 Credit Hours)

Student enrolls in PSYC 9999 each semester after completing comprehensives and course-work. (Required) Variable credit up to 9 hours.

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

READ 6262 - Reading Instruction and Assessment I (PK-2)
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an in-depth exploration of foundational reading skills, focusing on evidence-based methods and assessment strategies vital for effective literacy instruction in PK-2 classrooms. Drawing from an integrated perspective of the science and art of teaching reading, the course emphasizes phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension. A field experience component is included for observing and applying evidence-based reading instructional techniques.

READ 6263 - Reading Instruction and Assessment II (3-5)
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course equips candidates with knowledge and skills to effectively instruct and assess reading abilities in elementary students in grades 3-5. Particular emphasis is placed on advancing reading comprehension, as well as speaking and listening skills. Candidates will engage in nuanced analysis of various assessment tools, develop tailored instructional strategies based on these assessments, and understand how to translate these data into actionable teaching plans. This course builds on the foundational principles acquired in READ 6262: Reading Instruction and Assessment I (PK-2). A field experience component is included for real-world observation and application of course concepts.

READ 6285 - Special Topics
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

READ 6705 - Comprehensive Final Exam for M.Ed. in Reading Instruction
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

This is a zero-credit course for students enrolled in the M.Ed. in Reading Instruction program to take their comprehensive final exam.

READ 7201 - Teacher as Language and Literacy Leader
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed for candidates to showcase their proficiencies in language and literacy teaching, learning, and leadership. Students demonstrate their skills as future literacy professionals and teacher leaders through designing and presenting a comprehensive professional learning project.

READ 7239 - TESOL: Cultural and Linguistic Diversity in the Classroom
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students will develop a knowledge base about culture, its influence on learning and teaching, and its role in intercultural P-12 classroom settings. In this course, educators will examine major theories related to educating a culturally and linguistically diverse student body and develop strategies for ensuring that bi/multilingual English learners develop knowledge of mainstream culture as they become proficient in English.

READ 7240 - TESOL: Literacy, Linguistics, and Second Language Acquisition
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on the major theories of first and second language acquisition and principles of linguistic systems (i.e., phonology, phonetics, morphology, syntax, and pragmatics), and examines these topics drawing on a student-centered approach to enhance pedagogical understanding of teaching English to speakers of other languages. Specifically, course content explores these topics as they relate to classroom-based language learning. Candidates will explore the relationship of oral and written language and become familiar with assessment techniques and devices for evaluation of the development of English language proficiency.

READ 7241 - TESOL: Methods, Materials, and Assessment through Clinical Experience
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is an examination of past and current approaches, methods, and techniques for teaching English to speakers of other languages (ESOL). Participants analyze program models and methods of instruction for bi/multilingual English learners; demonstrate teaching strategies; develop lesson and unit planning skills; evaluate materials, textbooks, and resources available in the field; examine issues in testing bi/multilingual English learners for placement, diagnosis, exit, and evaluation; and analyze current assessment instruments.

READ 7261 - Language and Literacy Engagement through Writing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course highlights the importance of teachers engaging in the writing process to gain a better understanding of their own writing processes and in turn increase their effectiveness as writing teachers. This course also examines the theoretical, historical, and research-based foundations of writing instruction with particular emphasis on implementing process writing in the classroom. Grounded in current theories about why and how we write as well as best practices for teaching writing, learners will consider how theories and research inform writing pedagogy, professional learning, policy, and future research.

READ 7262 - Trends and Issues in Language and Literacy Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course focuses on historical, current, and emerging trends and issues affecting the field of language and literacy education. Learners will examine how these trends and issues have informed and continue to inform language and literacy pedagogy, professional learning, policy, and future research.

READ 7263 - Comprehensive Language and Literacy Assessments and Interventions
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course introduces candidates to appropriate assessments to analyze P-12 students' language and literacy strengths and needs to determine interventions for progress monitoring as well as enrichment strategies. Candidates will survey formal and informal assessments, authentic assessments, instructional strategies, and purposeful materials for advanced, proficient, striving (formerly known as struggling) readers/writers, and students with dyslexia and other disorders, as well as culturally and linguistically diverse learners.

READ 7264 - Clinical Practice in Reading
(0 Lecture Hours 6 Lab Hours 3 Credit Hours)

Prerequisite: READ 7263
Supervised clinical experience in the diagnosis and treatment of reading disabilities.

READ 7265 - Literature Based Reading
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of the theoretical, research, and historical foundations of literature-based reading with particular emphasis on the process of implementing literature-based reading in the classroom.

READ 7267 - Diversity and Equity in Children's and Young Adult Literature
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to guide educators in the development of a framework in which they can critically examine the influence of cultural and linguistic diversity in literature to implement culturally responsive pedagogy. Emphasis will be given to integrating culturally diverse children's and young adult literature across the curriculum to create inclusive learning environments and to help educators function as change agents committed to equity for all learners, including

advanced, proficient, and striving (formerly known as struggling) readers/writers, as well as culturally and linguistically diverse students.

READ 7269 - Supervision in Reading
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A study of the philosophies, responsibilities and techniques of supervision in reading programming. A field based placement is required.

READ 7271 - Theoretical and Pedagogical Approaches to Language and Literacy Instruction
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course introduces candidates to learning and literacy theories that underpin prevalent pedagogical practices in the teaching of reading and writing. Students will explore theories of literacy development and the acquisition of reading and writing, as well as the theoretical foundations for a range of instructional approaches related to the dimensions of literacy (phonological awareness [including phonemic awareness], phonics, fluency, vocabulary, comprehension, and writing). Historical perspectives of literacy, as well as prominent researchers and theorists, will also be studied. Theoretical paradigms (i.e., bottom-up, top-down, and interactive) will inform candidates' pedagogy with all students, including advanced, proficient, and striving (formerly known as struggling) readers/writers as well as culturally and linguistically diverse learners.

READ 7281 - Independent Study
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Preparation of an independent project under the direction of a full-time faculty member.

READ 7285 - Special Topics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Titles and descriptions of specific courses to be inserted at time of offering. May be repeated for credit.

Real Estate
(All courses carry three hours credit.)

RELE 5701 - Real Estate Practices
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The basics of the real estate business, including ownership, brokerage, appraising, investment, financing, property management, and development.

RELE 5705 - Real Estate Investment
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 3 Lab Hours 3 Credit Hours)

In-depth supervised individual study of one or more current real estate problems of business organization.

RELE 5785 - Special Topics in Real Estate

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The study of selected contemporary marketing topics of interest to faculty and students.

RELE 5786 - Real Estate Internship
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Practical real estate related experience with a previously approved business firm for selected junior or senior students.

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

SEED 6111 - Introduction to the Secondary School Field Experience
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

Prerequisite: Admission to Teacher Education program
This course is a review of general field experience expectations and requirements. Documents and deadlines will be introduced. Upon completion of this course, students will have met the requirements necessary to be placed in a public school setting. This course is designed to serve as a prerequisite for any MAT course in the SEED program that includes a field experience.

SEED 6200 - Comprehensive Exam for the Master of Education
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

A comprehensive final examination is administered during the fall or spring semester immediately preceding graduation to all candidates seeking a Master of Arts in Teaching degree. The written exam is administered on the UWG campus in a computer lab.

SEED 6260 - Instructional Strategies in Secondary Schools Laboratory
(0 Lecture Hours 2 Lab Hours 1 Credit Hours)

Prerequisite: SEED 6111 and Admission to Teacher Education program and College of Education Field Experience documentation required
This course consists of the field experience designed to accompany the Instructional Strategies content pedagogy course. Students are expected to spend two full days in a public school placement for twelve weeks.

SEED 6261 - Instructional Strategies for English Education in Secondary Schools
(0 Lecture Hours 2 Lab Hours 2 Credit Hours)

Prerequisite: SEED 6111 and SEED 7291 and Admission to Teacher Education program
This course is designed for investigation and assessment of and research in the teaching of English with implications for strategies and curricular needs at the secondary level.

SEED 6262 - Instructional Strategies for Social Studies Education in Secondary Schools
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

Prerequisite: SEED 6111 and SEED 7291 and Admission to Teacher Education program
This course is designed for investigation and assessment of and research into the teaching of social studies with implications for strategies and curricular needs at the secondary level.

SEED 6263 - Instructional Strategies for Science Education in Secondary Schools
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

Prerequisite: SEED 6111 and SEED 7291 and Admission to Teacher Education program
This course is designed for investigation and assessment of and research in teaching of science with implications for strategies and curricular needs at the secondary level.

SEED 6264 - Instructional Strategies for Math Education in Secondary Schools
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

Prerequisite: Admission to Teacher Education program and SEED 6111 and SEED 7291

This course is designed for investigation and assessment of and research in teaching of mathematics with implications for strategies and curricular needs at the secondary level.

SEED 6265 - Instructional Strategies for Business Education in Secondary Schools
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

Prerequisite: Admission to TE and successful completion of SEED 7291
This course is designed for investigation, assessment, and research in the teaching of business subjects with implications for strategies and curricular needs at the secondary level. Corequisite: SEED 6260

SEED 6270 - Technology in the Math and Science Class
(3 Lecture Hours 3 Lab Hours 3 Credit Hours)

The purpose of this course is to explore the use of technology in math and science classrooms. The course will promote best practices for integrating technology into the math and science classroom.

SEED 6285 - Special Topics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Titles and detailed descriptions of specific courses and associated content to be inserted at time of offering. This course may be repeated for credit.

SEED 7200 - Comprehensive Exam for the Master of Education
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

SEED 7220 - Intro to the Profession
(1 Lecture Hours 0 Lab Hours 1 Credit Hours)

This course is an introduction to teaching in middle and high schools.

SEED 7251 - Teaching Geometry in the Secondary School
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Treats pedagogical methods and content of geometric concepts underlying mathematics pro-grams.

SEED 7252 - Environmental Education for Teachers
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: College of Education Field Experience documentation required
Application for field experience required prior to enrollment in MAT section. Designed for investigation and assessment of and research in the teaching of English with implications for strategies and curricular needs at the secondary level.

SEED 7262 - Advanced Instructional Strategies for Social Studies Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: College of Education Field Experience documentation required
Application for field experience required prior to enrollment in MAT section. This course is designed for the in service teacher of science to extend their theoretical base and provide experience in the teaching of secondary science. Students

investigate and assess current trends and research in the teaching of science with implications for strategies and curricular needs at the secondary/post secondary level.

SEED 7264 - Advanced Instructional Strategies for Mathematics Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Application for field experience required prior to enrollment in MAT section. Designed for continued professional growth of mathematics teachers as they investigate and evaluate current issues, practices, and resources in mathematics education.

SEED 7266 - Advanced Instructional Strategies for the 21st Century Classroom
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed for continued professional growth of teachers as they investigate and evaluate best practices in the teaching of English, social studies, science, math, business, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction.

SEED 7271 - Advanced Study of the Secondary School Curriculum
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

Preparation of an independent project under the direction of a full-time college faculty member.

SEED 7288 - Teaching Internship
(0 Lecture Hours 6 Lab Hours 3 Credit Hours)

Prerequisite: Admission to Teacher Education program and College of Education Field Experience documentation required
Students will be teaching full-time for one semester in a public school secondary level (6-12) classroom, under the supervision and mentorship of an experienced, qualified classroom teacher.

SEED 7289 - Teaching Internship Seminar
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission to Teacher Education program
This course is designed to engage interns in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will also serve as a capstone experience for satisfying exit requirements of the program.

SEED 7291 - Classroom Instruction and Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission to Teacher Education program
This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.

SEED 7291L - Classroom Instruction and Management Lab
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

Prerequisite: Admission to Teacher Education program and College of Education Field Experience documentation required and SEED 6111
This course consists of the field experience that accompanies SEED 7291. Students are expected to spend two full days in a public school placement for twelve weeks: six weeks in a middle school placement and six weeks in a high school placement.

SEED 7500 - Diverse Classrooms in a Pluralistic Society
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to analyze and understand social forces influencing education; educational traditions as reflections of diverse cultures; the school and cultural change; and social conflict in the United States. Particular attention is given sociological analysis of teaching and learning in America's secondary school classrooms, with emphasis on processes of differentiation, stratification, socialization, social organization as well as social relationships in the classroom.

SEED 7560 - Contemporary Issues in Secondary Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to guide 21st Century teachers in developing perspectives on the influences that affect public secondary schools. Educational problems, trends, and issues will be identified and addressed, especially as they relate to students, teachers, school systems, and American society as a whole.

SEED 8100 - Reading and Research in Secondary Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The purpose of this course is to review and apply literature in secondary education contexts. The course will prepare students to develop and carry out their practice-based investigative project or professional development.

SEED 8200 - Culminating Project SEED EdS
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: SEED 8100
This course will provide teacher leaders with the opportunity to continue integrating and applying the knowledge and skills learned throughout the Secondary Education Specialist Degree program through a practice-based investigative project. Students will select their project format, develop and carry out their plan, and complete their final submission. Specific details will vary by student and project and will focus on the student's content area of certification.

SEED 8202 - Culminating Experience SEED EdS
(1 Lecture Hours 0 Lab Hours 1 Credit Hours)

Prerequisite: SEED 8200
This course will provide teacher leaders with the opportunity to exchange scholarly thinking and research through successful dissemination of the practice-based, peer-reviewed investigative project and findings prepared in SEED 8200. Specific details will vary by student and project and will focus on the student's content area of certification.

SEED 8284 - Research Seminar (Content Field)
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: EDRS 6301 or EDRS 6302
This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.

SEED 8297 - Professional Issues Seminar
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Designed as a culminating experience for the Education Specialist degree, this course focuses on the discussion of significant issues and problems facing education today. Topics will vary from semester to semester.

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

SOCI 5000 - Research Methodology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An introduction to the logic and the procedures of quantitative and qualitative research methods. Focuses on research design, use of computer and statistical packages, data interpretation, the relation of research and theory, and the writing of scientific research reports.

SOCI 5003 - Applied Statistics for Sociology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Introduction to statistical methods used in the analysis of quantitative social science data. This course focuses on applying common statistical techniques to real-world problems. Students will also gain experience explaining statistical analyses to both technical and non-technical audiences. Instructor Permission required.

SOCI 5015 - Analyzing and Visualizing Data
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students gain experience using a variety of software applications to create charts, graphs, and other visual presentations of social science data in order to communicate complex quantitative information to non-specialists.

SOCI 5053 - Sociological Theory
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 5293 - Families, Foster Care, and Adoption
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will use a sociology of family lens to examine the topics of foster care and adoption. We will examine what sociological research tells us about the experiences of children, parents, and staff in these institutions. In doing so, we will pay particular attention to race and class, including global issues of inequality.

SOCI 5300 - Housing and Homelessness
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Sociological examination of the places in which we live, how we are housed, and what it is like to live without a place to call home. The focus is housing development in the United States throughout the twentieth century with special attention to its association with economic, gender, race, and family relations, along with public policy. Consideration is given to problems and controversies surrounding 'the American dream': segregation, overcrowding, afford-ability, urbanization/suburbanization, accessibility, and alternative housing. Special attention will be given to the problem of homelessness.

SOCI 5323 - Sociology of Race
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to encourage critical sociological analysis of the conceptualization and subsequent treatment of mental illness.

SOCI 5445 - Sociology of Youth
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will examine the influence of societal structure in the social construction of youth and the sociological theoretical framework for the study of youth. Students will be introduced to the complexity and diversity of sociological issues related to childhood, adolescence, and young adulthood.

SOCI 5453 - Sociology of Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course examines education from a sociological perspective. Topics covered include education as a social institution, the changing contexts of schools and schooling, social organization within the school and the classroom, and relationships between education and inequality.

SOCI 5473 - Survey Design
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will introduce students to the skills and resources needed to design and conduct surveys and will cover key terms, concepts, and practices in the field of survey research methods. Topics covered include questionnaire development, sampling, survey administration through a variety of modes, response and participation rates, reliability and validity of survey responses, and ethics in surveys.

SOCI 5503 - Individual and Society
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A study of the social character of individual experience. Comparative sociohistorical and cultural analyses of the social nature of psychological phenomena and human meanings as they are constructed by individuals in the process of interaction. Comparisons of classic and mod-ern sociological theories on communicative actions, social organization, and the language-mediated nature of human consciousness and sociality. Application of these sociological models to selected social issues and problems.

SOCI 5543 - Deviant and Alternative Behavior
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is intended to: 1) help students learn the complexity and diversity of social work practice; and 2) help students learn the basic skills necessary to carry out social casework and social group work. A major part of class time will be devoted to practicing skills in group and individual exercises. Graduate students will be expected to assume leadership roles.

SOCI 5803 - Environmental Sociology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Studies how societal practices and organization produce varying types of ecological degradation. Analyzes various

forms of environmental activism. Analyzes selected cases and issues as well as a critical examination and comparison of various sociological viewpoints them-selves. Considers global problems and everyday situations with a focus on modernity as risk society.

SOCI 5915 - Violence Against Women
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This seminar explores the intersections of gender and violence. We shall analyze dynamics between men/boys and women/girls and situate them within the context of US society and culture. Our aim is to understand their origins, forms and effects and to identify changes that can be made to reduce and prevent their occurrence.

SOCI 5981 - Directed Readings
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 1 Credit Hours)

The goal of this course is to equip incoming graduate students with the necessary tools to successfully complete the program. Topics to be addressed include course requirements, professional development, plan of study and thesis preparation.

SOCI 6003 - Advanced Statistics for Sociology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SOCI 4003 or SOCI 5003 Pre-Requisite: either SOCI 4003, SOCI 5003, or an equivalent undergraduate statistics course
Graduate-level statistics course, covering hypothesis testing, measures of association, and linear and logistic regression.

SOCI 6013 - Social Research
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course covers a broad range of activities aimed at resolving differences in effective, but non-violent ways. This class will include coverage of negotiation, mediation, and arbitration as ways of developing peaceful agreements. Special emphasis will be given to conflict resolution issues of the criminal justice system such as hostage negotiations.

SOCI 6255 - Delinquency, Family, and the Community
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Internship experience within an approved local organizational setting where sociological theories, concepts, and methods can be applied. May be repeated for credit with permission from the head of graduate studies (for a total of six credit hours).

SOCI 6305 - Advanced Sociological Theory
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides a foundation in the central ideas of social theory. Course topics include classical and contemporary sociological theories, applications and contemporary treatments, as well as major debates.

SOCI 6363 - Sociology of the Family
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 6603 - Gender
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This seminar examines sociological aspects of gender. Topics include historical and theoretical foundations in the sociology of gender, insights gleaned from recent sociological research studies on gender issues and inequalities, and critical analyses of gender in institutional and interactional contexts.

SOCI 6613 - Qualitative Research
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 6 Credit Hours)

Directed study of sociological readings leading to the comprehensive exam. Students should enroll in this course t same semester that the comprehensive exam will be taken.

SOCI 6803 - Seminar in Social Psychology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

In-depth individualized research on specific sociological issues and problems using relevant and timely academic publications.

SOCI 6983 - Continuing Research
(0 Lecture Hours 1 Lab Hours 1 Credit Hours)

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 6986 - Applied Project
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SOCI 6286
Completion of a major paper or project based on the student's SOCI 6286 internship (or workplace in the event that the internship requirement has been waived). The paper or project will involve a review of relevant literature, overview of the internship site, application of sociological research methods, and analysis, including implications or recommendations. The paper/project will be presented to a three-member committee in an oral defense.

SOCI 6999 - Thesis
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Thesis. May be repeated for credit.

Spanish
(All courses carry three hours credit.)

SPAN 5501 - Foreign Language Teaching Elementary Schools
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

An introduction to some of the major poetry produced in Spanish-America. A complete study of major trends in Spanish-American poetry from Spanish Modernism to Postmodernism. Analysis of representative works by Mistral, Vallejo, Borges Rulfo, Cortazar, Garcia Marquez, Ferre, Valenzuela, Bombal, and others.

SPAN 6007 - Latin-American Short Story
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A comprehensive course designed to promote proficiency in speaking, listening, reading, and writing.

SPAN 6200 - Hispanic Film and Literature
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

A study of the nineteenth and twentieth century novels, including Valera, Galdos, Unamuno, Valle-Inclan, Cela, Laforet, Matute, Delibes, Cunqueiro, Rojas, and the most recent postmod-ern authors: Rosa Montero, Munoz Molina, Lourdes Ortiz, Soledad Puertolas, Marina Mayor-al.

SPAN 6240 - Spanish Short Story
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

A study of the short story in Spain from its beginnings to the contemporary period with readings from writers such as Don Juan Manuel, Cervantes, Larra, Becquer, Pardo Bazan, Una-muno, Valle Inclan, Laforet, Cela, Martin Gaite, and Diaz Mas.

SPAN 6250 - Translation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Spanish Translation is an introductory course. This course is designed to help students in-crease their vocabulary in Spanish and to learn and review grammatical sentences and their components.

SPAN 6260 - Modern Spanish Poetry
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Selected readings of Unamuno, Juan Ramón Jiménez, Antonio Machado, Generation of 1927, Aleixandre, Pedro Salinas, Jorge Guillén, Federico García Lorca, Dámaso Alonso, Rafael Alberti, and Miguel Hernández, as well as poetry of the post-war period and democratic Spain.

SPAN 6280 - The Spanish Golden Age
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Study of the poetry, prose, and drama of the Golden Age (XVI-XVII Centuries) in Spain, including works by Fray Luis, garcilaso, gongora, Quevedo, Cervantes, Lope de Vega y calderon de la Barca.

SPAN 6785 - Special Topics in Spanish
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Readings, reports, and/or direct study abroad.

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

SPED 6500 - Dyslexia: Methods and Instructional Strategies
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course entails the study and application of curriculum, methods, classroom organization, and management for students who are struggling readers and/or have diagnosis of high incidence disabilities; specifically, in literacy (reading, writing, English Language Arts).

SPED 6700 - Special Education MAT Program - First Semester Seminar
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

Prerequisites: Admission to the SPED MAT Program
This foundational overview course is designed for students entering the Special Education MAT program. This zero-credit, pass/fail seminar introduces students to the program's standards, procedures, and expectations while providing them with essential tools for graduate-level academic success. Through guided orientation and practical tasks, students will gain insight into key areas such as ethical considerations, field experience requirements and protocols, high-leverage practices, and foundational legal and instructional frameworks in special education. This course must be taken during the first semester of the program. Completing this eight-week seminar course is required for registration in the subsequent semester.

SPED 6701 - Characteristics of Learners: Severe Disabilities
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: Admission to Teacher Education (TE)
The course covers all aspects of the Individuals with Disabilities Education Act (IDEA) and examines the characteristics and nature of all exceptionalities with a targeted emphasis on students with severe disabilities requiring increased levels of support, modified curriculum instruction, and alternate achievement standards assessment. Additionally, the course equips students with an understanding of the history, philosophy, and psychology of teaching students with exceptionalities, including instructional best practices and the basic principles of teaching reading to students with disabilities.
The course meets the state requirement for a course in the Identification and Education of Exceptional Children by the Georgia Professional Standards Commission and satisfies Georgia House Bill 671. Students must earn a grade of "B" or better in SPED 6701, or department approved alternative to fulfill the special education requirement of Georgia House Bill No. 671 and be recommended for educator certification in Georgia. The grade requirement of "B" or better is effective 07/01/2019.

SPED 6705 - Comprehensive Exam for the Master of Arts in Teaching: Special Education
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

A comprehensive final examination is administered during the fall, spring, or summer semester immediately preceding graduation to all candidates seeking a Master of Arts in Teaching: Special Education degree. This course should be taken during the last semester in the program.

SPED 6706 - Special Education in the Regular Classroom
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Study of IDEA regulations, including the characteristics and identification of students with exceptionalities and appropriate supportive techniques/resources to meet the needs of students with exceptionalities in the regular classroom. The course examines evidence based teaching strategies for students with exceptionalities, including the latest research on the teaching of reading.
The course meets the state requirement for a course in the Identification and Education of Exceptional Children by the Georgia Professional Standards Commission and satisfies Georgia House Bill 671. Students must earn a grade of "B"

or better in SPED 6706, or department approved alternative to fulfill the special education requirement of Georgia House Bill No. 671 and be recommended for educator certification in Georgia. The grade requirement of "B" or better is effective 07/01/2019.

SPED 6709 - Regulations and Requirements in Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of laws and official policies influencing practice in special education, particularly those applicable to service providers. Includes coverage of federal and Georgia rules, as well as recommendations, policies, and practices related to IEPs and ITPs. Also includes attention to relevant codes of ethics for teachers.

SPED 6713 - Characteristics of the Gifted
(2 Lecture Hours 2 Lab Hours 3 Credit Hours)

Enrollment requires a teaching certificate. An overview of the characteristics of gifted and talented individuals. Definitions of intelligence and creativity are studied. The guidelines for identifying gifted children in Georgia are addressed. Field experience required.

SPED 6714 - Characteristics of Learners: Interrelated Classrooms
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 - Characteristics of Learners: Mild Disabilities
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission to Teacher Education (TE)
The course covers all aspects of the Individuals with Disabilities Education Act (IDEA) and examines the characteristics and nature of all exceptionalities with a targeted emphasis on students with mild disabilities receiving instruction in the general education setting, working toward the state-adopted curriculum content standards, and participating in the general achievement standards assessment. Additionally, the course equips students with an understanding of the history, philosophy, and psychology of teaching students with exceptionalities, including instructional best practices and the basic principles of teaching reading to students with disabilities in compliance with the Georgia Professional Standards Commission's new Foundations of Reading, Literacy, and Language rule (505-3-.03).
The course meets the state requirement for a course in the Identification and Education of Exceptional Children by the Georgia Professional Standards Commission and satisfies Georgia House Bill 671. Students must earn a grade of "B" or better in SPED 6715 or department approved alternative to fulfill the special education requirement of Georgia House Bill No. 671 and be recommended for educator certification in Georgia. The grade requirement of "B" or better is effective 07/01/2019.

SPED 6716 - Assessment of Students with Severe Disabilities
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6701
A comprehensive study of diagnosis and assessment in special education, emphasizing tests and measurements, formal and informal assessments, test administration, and use of diagnostic results in educational intervention. The course includes a focus on the assessment of students identified as having severe disabilities who are working on a modified curriculum and assessed on alternate achievement standards.

SPED 6721 - Professional Seminar
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course introduces M.Ed. program requirements, as well as professional and ethical issues encountered in the field. It also encourages students to become critical consumers of research by examining educational journals and by using the Internet to gather information. Professional writing skills and requirements of APA format also are covered.

SPED 6723 - Ecological Development of Exceptional Learners
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6706 and SPED 6715 and CEPD 6101
This course focuses on the development of typical and exceptional children in the areas of linguistic, perceptual motor, cognitive, social, personality, emotional and psychological development. There is a strong focus on the ecological development of children and adolescents in the context of family, culture, disability, ethnicity and society. School/home collaboration strategies will be examined.

SPED 6751 - Behavioral Strategies for Students with Severe Disabilities
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6701
An examination of behavioral strategies, particularly those used to teach students with severe disabilities in school programs. Topics to be addressed include related ethical issues, applied behavior analysis, functional behavioral assessment, behavior intervention plans, data collection and analysis, and positive behavioral interventions and support.

SPED 6761 - Classroom Behavior Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6715
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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 - General Curriculum: Methods I with Practicum
(2 Lecture Hours 1 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6715, SPED 6709 and Admission to Teacher Education TE and Educ. Field Experience Appl FE
This course focuses on matching learner characteristics and needs to appropriate research-based learning strategies, including the science of reading, and enabling teachers to use research-based content enhancement routines to facilitate learning, particularly for students with mild disabilities who are included in the general curriculum. Emphasis will be placed on planning, teaching, and assessing strategy usage as well as planning, implementing, and assessing content enhancement routines. This course embeds a required semester-long supervised practicum where students will apply the methods in an adapted classroom setting.

SPED 6767 - Methods II: General Curriculum Concentration
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6766 and Admission to Teacher Education TE
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, including the application of the science of reading.

SPED 6771 - Curriculum and Instructional Strategies: Severe Disabilities
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6716
This class focuses on instruction of pupils with significant cognitive disabilities, particularly children who benefit most from alternative functional curricula and are assessed with alternate approaches in school programs. Topics to be addressed include planning and implementing instruction, accessing general curricula, specialized curricula in relevant areas, and alternate assessment strategies. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

SPED 6772 - Secondary Instruction and Transition: Severe Disabilities
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6716 and SPED 6771
A study of transition services and instruction at the secondary level needed by students with disabilities. This course emphasizes the educator's role in the preparation for the transition of the students with disabilities from secondary school to adult living. Relevant academics, community-based instruction, work experiences, vocational assessment, preparation, life skills, and interagency collaboration are all addressed. This course will also address teaching reading and adolescent literacy development for this group of learners.

SPED 6776 - Adapted Curriculum: Methods I with Practicum
(2 Lecture Hours 1 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6701 and SPED 6709 , Admission to Teacher Education TE, and Educ Field Experience Appl FE
This class focuses on instruction of pupils with significant cognitive disabilities, particularly students who benefit most from alternative functional curricula and are assessed on alternate achievement standards. This course embeds a semester-long supervised practicum where students will apply the methods in an adapted classroom setting. Topics to be addressed include planning and implementing instruction, accessing general curricula, specialized curricula in relevant areas, alternate assessment strategies, and the science of reading. Methods I focuses on preschool and elementary age students, but the curriculum strategies and best practices can be generalized to other grade-levels and are applicable across the lifespan.

SPED 6777 - Methods II: Adapted Curriculum Concentration
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6776 and Teacher Education Admission TE
A study of transition services and curriculum and instruction at the secondary level for students with disabilities. This course emphasizes the educator's role in preparation for and implementation of the transition of the students with disabilities from secondary school to adult living. Relevant academics, including an application of the science of reading, community-based instruction, work experiences, vocational assessment, preparation, life skills, and interagency collaboration are addressed.

SPED 6784 - Seminar: Research Studies in Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Current problems and research in the field of special education.

SPED 6791 - Practicum: Interrelated
(0 Lecture Hours 6 Lab Hours 3 Credit Hours)

Prerequisite: College of Education Field Experience documentation required
Practicum experience in an approved setting in which students identified as having disabilities such as specific learning disabilities, emotional behavioral disorders, mild intellectual disabilities are being served. Includes outside readings/assignments as well as field-based activities. Application for field experience required in advance. Should be taken during the last 6 credit hours in the program.

SPED 6792 - Practicum I: Special Education
(0 Lecture Hours 6 Lab Hours 3 Credit Hours)

Prerequisite: Teacher Education Admission TE and Educ.Field Experience Appl FE and SPED 6766 or SPED 6776 or equivalent; GPA 3.0+;
Supervised practicum in an approved setting in which students identified as having disabilities appropriate to type of special education certification. Course includes seminars and outside readings/assignments as well as in-program activities. Course is designed to be taken toward/at the end of the students program.

SPED 6793 - Internship: Special Education
(0 Lecture Hours 6 Lab Hours 3 Credit Hours)

Prerequisites: SPED 6766 or SPED 6776 or SPED 6792; Concurrent Prerequisites: SPED 6767 or SPED 6777
Supervised practicum in an approved setting in which students identified as having disabilities appropriate to area of certification in Special Education are being served. Course includes seminars and outside readings/assignments as well as in-program activities. Course is designed to be taken toward/at the end of the students program. SPED 6767 or SPED 6777 should be completed or taken concurrently with this course.

SPED 6795 - End of Program Seminar for the Master of Education: Special Education
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

This zero-credit seminar course is designed for students at the end of their M.Ed. program to reflect on their learning experience and provide feedback. Students are also given information on the tiered certification system in Georgia.

SPED 7700 - Dyslexia: Advanced Methods and Instructional Strategies
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course entails the study and application of curriculum, methods, classroom organization, and management for students who are struggling readers and/or have diagnosis of high incidence disabilities; specifically, in literacy (reading, writing, English Language Arts).

SPED 7701 - Program Planning and Evaluation in Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to assist the educator in developing and maintaining an appropriate service delivery model for students with special learning needs. Strategies used to assess program effectiveness are discussed.

SPED 7702 - Technology in Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An examination of instructional and assistive technology designed to enhance service delivery to students with disabilities, with an emphasis on students participating in general education content. Use of technology for support of service delivery (e.g. data management and IEP software) also will be addressed.

SPED 7704 - Leadership and Administration of Special Education Programs
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Federal, state, and local organizational and administrative provisions for exceptional children; screening, identification, placement and ancillary services within educational settings. Teacher training and evaluation patterns will also be reviewed.

SPED 7705 - Intersectional Trends and Issues in Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to provide students with a deep understanding of how various forms of identity and social categories intersect and impact the experiences of individuals with disabilities in educational settings. This course will help educators gain a comprehensive understanding of the complex issues surrounding intersectionality in special education and develop the knowledge and skills needed to address these issues effectively and to foster inclusive and supportive learning environments in their professional roles.

SPED 7716 - Autism: Theories and Characteristics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This class focuses on persons with autism. Topics to be addressed include features of specific conditions seen in this

group; historical and philosophical issues related to autism spectrum disorders; theories of intelligence, executive function, and their impact on definition and identification of autism spectrum disorders; and patterns of normal development and patterns of exceptional development in major developmental areas.

SPED 7720 - Trauma-Informed Functional Behavioral Assessment in Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides students with a comprehensive understanding of behavioral assessment and the role of behavioral assessment in the identification and treatment of socially significant behavior. Students will be introduced to trauma-informed practice and explore the connection to behavioral assessment. Students will apply their knowledge of functional behavioral assessment and trauma-informed practice to conduct and evaluate, and interpret data gathered from, various types of behavioral assessments. Finally, students will synthesize assessment data in a functional behavioral assessment report that includes recommendations for intervention.

SPED 7721 - Assessment of Students with Mild Disabilities
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6715
A comprehensive study of appropriate assessments for special education eligibility determination of students with mild learning, emotional and/or behavioral disabilities. The course emphasizes test and measurements, formal and informal assessment, test administration, and use of diagnostic results in educational intervention.

SPED 7722 - Collaborative Practices in Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

SPED 6715 or SPED 6701 , and Admission to Teacher Education
This course is designed to prepare educators to navigate the intricate intersection of collaboration and educational technology in diverse educational settings. Through the modeling of technology integration techniques and instructional design principles, students will develop effective collaboration strategies to create cooperative and inclusive learning spaces. This course equips future educators with the knowledge and skills necessary to excel in an evolving educational landscape where collaboration and technology play integral roles in pedagogical success. This course meets the state's ISTE educator standards requirement.

SPED 7723 - Foundations of Trauma-Informed Teaching and Intervention for Students with Disabilities
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to provide educators with an understanding of how trauma impacts learning and behavior. Students will acquire a variety of strategies to create an environment that is safe, welcoming, and inclusive spaces where every student can thrive, regardless of circumstance. The course prepares and equips teachers to create trauma-sensitive and trauma-informed environments that support healing and regulation, allowing students to actively engage in all classroom activities. Topics include the ACE Study, the brain's response to trauma, effects of trauma, neuroplasticity and healing from trauma, trauma-informed schools, and the effects of secondary trauma.

SPED 7724 - Collaboration and Inclusion
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Covers various collaborative roles and responsibilities of teachers with an emphasis on support of behavior intervention planning. 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 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6716
Enrollment requires completion of SPED 6716 or permission of instructor. Course focuses on information regarding body systems and dysfunction of those systems, with an emphasis on conditions associated with neurological, physical and sensory disabilities in preschool and school age children. School based treatment, care routines and intervention also will be addressed. This course is designed for individuals teaching children with severe cognitive disability, as well as for individuals providing services to children with a range of disabilities influenced by medical, motor and or sensory function (e.g. traumatic brain injury).

SPED 7726 - Autism: Collaboration and Instruction
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The goal of this course is to connect foundational and research information to current educational practice in order to best serve students with autism in various educational settings. Topics include classroom assessment practices, collaboration with families and service providers, considerations related to cultural diversity, curricular approaches and resources, instructional interventions, communication approaches, and organizations and legal supports to help students with autism.

SPED 7727 - Communication and Assistive Technology: Severe Disabilities
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6716
This class addresses two important aspects related to instruction of pupils with significant cognitive disabilities. The communication component of this class includes basics on typical speech and language development, deviations in children with disabilities and intervention strategies, materials and resources to encourage communication skills in students with severe disabilities. The second component addresses assistive technology for use in educational programs, including both low tech and high tech resources and applications.

SPED 7729 - Special Education Law
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides public school administrators and teachers the opportunity to examine the statutory and case law requirements of educating special populations.

SPED 7732 - Collaboration and Inclusion in Programs for Students with Severe Disabilities
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6701
This course addresses teaming relationships and inclusion services, especially as they are relevant for educational programs for preschool and school age youngsters with severe disabilities. Collaborative relationships with related services and medical personnel, paraeducators, family members, and representatives of community agencies will be addressed. Considerations for effective service delivery within inclusive school and community settings will be an additional focus of the class, as will examination of cultural diversity variables impacting collaboration and inclusion for this group of learners.

SPED 7750 - Introduction to Applied Behavior Analysis
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides students with a comprehensive understanding of applied behavior analysis from its historical origins and applications to contemporary practice. Students will be introduced to the philosophical underpinnings of behavior analysis and gain an understanding of the concepts and principles of applied behavior analysis. Students will also be introduced to methods for selecting and operationally defining socially significant behavior to change. Finally, students will gain an introductory understanding of basic behavior change procedures and measurement concepts.

SPED 7755 - Theoretical and Philosophical Foundations in Applied Behavior Analysis
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course builds on student's prior knowledge of basic concepts and principles of ABA and promotes a deeper understanding of the theoretical and philosophical underpinnings of these principles through critical reflection and analysis. Students will be challenged to critically analyze various elements of ABA concepts and principles and distinguish between them. Additionally, students will explore advanced behavior change procedures (e.g., verbal behavior, self-management strategies, extinction) and their relative risks and benefits in the school context. Finally, students will apply their understanding of behavior change procedures using role plays, simulations, and practice activities.

SPED 7765 - Advanced Differentiated Instruction
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6767
This course will focus on advanced concepts related to differentiation of instruction for use by experienced special educators, primarily within inclusive settings. Needs of students with disabilities who are academic learners (those

covered by Special Education-General Curriculum certification) will be emphasized. Collaboration within school settings and with community members will be included, as will attention to specialized curricula and instructional methods.

SPED 7766 - Direct Instruction Methodology for Reading and Mathematics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SPED 6706 and SPED 6715 and SPED 6766
Enrollment requires SPED 6706 and SPED 6715 and SPED 6766; or permission of instructor. This course is designed to give teachers knowledge in providing instruction using a research-based instructional methodology called Direct Instruction to ensure that a diverse student population at risk of or having deficits in, reading and mathematics can reach high achievement in these areas. Teachers also became knowledgeable in evaluating and modifying commercially developed programs to ensure the guidelines of validated research based practices have been met.

SPED 7767 - Compassionate Behavior Analytic Intervention in Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to prepare students to research, develop, implement, and evaluate behavior intervention plans in the school context. In this course, students will revisit foundational behavior analytic principles while expanding their knowledge of functional behavioral assessment. Students will also be introduced to behavior change procedures. They will apply their introductory knowledge as they select, design, and evaluate the effects of these procedures for a student's behavior intervention plan. Given the results of a functional behavioral assessment, students will complete an individualized behavior intervention plan.

SPED 7768 - Ethical Practice and Professional Issues in Special Education and Behavior Analysis
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to professional and ethical challenges in special education and behavior analysis in applied contexts. In this course, students will define terms and concepts related to ethical practice and behavior analytic service provision. Students will identify and discuss common challenges that may interfere with ethical practice. Students will define, identify, describe, and discuss the role of bias and trauma in instruction, assessment, and intervention for special educators and behavior analysts. Finally, students will identify strategies to detect and mitigate bias, and incorporate protective factors and trauma-informed practice into every aspect of their instruction, assessment, and intervention work with students and families.

SPED 7780 - Organizational Behavior Management & Supervision
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to the application of organizational behavior management to the educational context. Through this introduction, students will be equipped to effectively supervise, mentor, and manage personnel (e.g., family members, staff, educators) involved with the implementation of assessment and intervention procedures that promote dignity, autonomy, and independence of students with disabilities and/or persistent interfering behavior. Students will identify culturally responsive, equity-driven strategies for establishing effective supervisory relationships, building rapport with collaborators, establishing and maintaining healthy and supportive workplace environments, receiving and delivering feedback, monitoring treatment integrity, as well as legal and ethical considerations related to supervision and management.

SPED 7781 - Independent Project in Special Education
(0 Lecture Hours 1.0 - 3.0 Lab Hours 1.0 - 3.0 Credit Hours)

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

SPED 7782 - Single Case Research Methods in Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course includes an introduction to the use of single-case research methods in special education and behavior sciences. This course includes an overview of single case research designs, description and measurement of independent and dependent variables, consideration of reliability and validity, identification, detection, and protection against threats to internal and external validity, data analysis, and synthesis of research.
This course will also teach students to critically consume and interpret data from single-case experimental designs. Developing the initial portion of a behavior analytic research proposal (introduction and method) is required as a part of this course.

SPED 7785 - Special Studies in Special Education
(0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

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 Lecture Hours 3 Lab Hours 3 Credit Hours)

Prerequisite: EDLE 6320
A study of and practical experience in supervising special education teaching and programming under the direction of departmental faculty.

SPED 7791 - Introductory Experiential Learning in ABA: Practicum I
(0 Lecture Hours 6 Lab Hours 3 Credit Hours)

Supervised fieldwork is a required pre-requisite to apply for and attempt BACB certification examination. This course provides students with structured fieldwork experiences designed to support them as they apply concepts learned in previous ABA coursework under the supervision of a Board Certified Behavior Analyst (BCBA). Students will complete between 10-20 hours per week of fieldwork in an approved practicum site and participate in discussions, reflections, and presentations related to their experiences. Upon completion of this course, students will propose their capstone project for completion in Advanced Experiential Learning in ABA: Practicum II. Students must receive a Satisfactory grade in this course in order to enroll in Practicum II and complete the ABA Area of Concentration.

SPED 7792 - Advanced Experiential Learning in ABA: Practicum II
(0 Lecture Hours 6 Lab Hours 3 Credit Hours)

Prerequisite: SPED 7791
Supervised fieldwork is a required pre-requisite to apply for and attempt BACB certification examination. This course provides students with structured fieldwork experiences designed to support them as they apply concepts learned in previous ABA coursework under the supervision of a Board Certified Behavior Analyst (BCBA). Following successful completion of Practicum I, students will complete between 10-20 hours per week of fieldwork in an approved practicum site (to include supervisory activities, as appropriate) and participate in discussions, reflections, and presentations related to their experiences. During this practicum experience, students will complete, present, and submit their ABA Capstone Project.

SPED 7793 - Experiential Learning in Applied Behavior Analysis
(0 Lecture Hours 3 Lab Hours 3 Credit Hours)

Concurrent Prerequisites: SPED 7750
This course is designed to support graduate students pursuing the ABA area of concentration in their accrual of supervised fieldwork hours. In this course, it will be the student's responsibility to accrue fieldwork hours meeting the requirements of approved activities issued by the BACB. The instructor (supervisor) in this course will meet with students virtually, review recorded or live client observations, provide regular feedback, and review and sign required UWG and BACB supervision paperwork. This course is 16-weeks. This course is repeatable and can be taken multiple times to support graduate students who do not have access to supervising BCBAs within their school district.

SPED 8701 - Individual Appraisal of Exceptional Children
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 - Multiculturalism and Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course explores the complexities of multicultural issues and topics in special education.

SPED 8771 - Curriculum Design and Implementation in Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An in depth examination of curriculum development and implementation will be conducted. Students will examine research pertinent to the types of individuals they serve and design and modify educational programs based upon recent research findings and best practice literature.

SPED 8783 - Readings in Research
(4 Lecture Hours 0 Lab Hours 4 Credit Hours)

The design and implementation of a research project in special education. Corequisite: SPED 7782

SPED 8784 - Research Seminar
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course prepares educators to identify research-based practices, develop interventions, and collect and analyze data.

SPED 8795 - End of Program Seminar for the Specialist of Education: Special Education
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

This zero-credit seminar course is designed for students at the end of their Ed.S. program to reflect on their learning experience and provide feedback. Students are also given information on the tiered certification system in Georgia.

SPED 9000 - Orientation to the Ed.D. in Special Education
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

This required zero-credit orientation course introduces doctoral students to the expectations, structures, and professional dispositions required for the Ed.D. in Special Education. Students will explore doctoral-level scholarly writing, expectations, ethical and professional standards, and the collaborative culture of the program. Emphasis is placed on building a strong foundation in reflective practice, academic integrity, leadership readiness, and engagement in a community of scholars. This course supports students in navigating resources, clarifying program requirements, and establishing goals aligned with advanced professional practice in special education.

SPED 9010 - Policy to Practice: Legal and Ethical Decision-Making in Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This doctoral-level course examines the complex intersection of law, policy, ethics, and practice in special education leadership. Candidates critically analyze federal, state, and local legislation, case law, and regulatory frameworks, with particular attention to how these requirements are interpreted and implemented in varied educational settings. The course emphasizes the development of ethical decision-making skills grounded in statutory and regulatory expectations, professional standards, and procedural safeguards. Candidates explore recurring issues affecting students with disabilities to understand how legal mandates shape program design and service delivery.

SPED 9020 - Leadership in Finance, Budgeting, and Resource Management for Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course develops the fiscal and resource management competencies required for responsible, ethical, and legally compliant practices, ensuring adherence to all applicable laws, policies, and regulations. Candidates examine federal, state, and local funding structures; analyze how funding mechanisms shape program design and service delivery; and construct budgets that prioritize instructionally sound, inclusive, and equitable practices for learners with disabilities. Emphasis is placed on ethical and legal dimensions of resource allocation, including adherence to IDEA and related statutes, transparency with stakeholders, and advocacy for equitable access. Candidates use data to evaluate the effectiveness of resource use, forecast programmatic needs, and design collaborative resource distribution models, such as staffing plans, schedules, and grant-funded initiatives, that improve programs, supports, and outcomes for individuals with exceptionalities.

SPED 9030 - Current Trends and Issues in Special Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course strengthens doctoral candidates' abilities to engage in scholarly research as an emerging special education leader. Through learning the transparent methodology of a systematic literature review, students will develop advanced scholarly writing skills; conduct systematic, replicable literature searches; evaluate research quality; and synthesize findings to identify gaps in practice. Emphasis is placed on producing a defensible literature review that informs research-based leadership in special education.

SPED 9040 - Facilitative Leadership in Special Education: Advanced Communication, Collaboration, and Conflict Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course prepares special education leaders to apply facilitative leadership practices that strengthen communication, collaboration, and conflict management within multidisciplinary educational teams. Drawing on various organizational and leadership theories, candidates examine how team structures, leader behaviors, and organizational conditions shape professional climate, decision-making, and educator well-being. Through an emphasis on culturally appreciative practices and inquiry, candidates will learn to build consensus through shared visioning, equitable participation, and constructive problem-solving.

SPED 9060 - Systemic Program Evaluation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course prepares candidates to evaluate educational programs, initiatives, and services across P-12 systems. Candidates learn major evaluation models, develop logic models, construct evaluation plans, and analyze data to assess program effectiveness. Emphasis is placed on equitable evaluation practices, ethical data use, and interpreting findings for decision-making. Through applied projects, candidates design and conduct components of a program evaluation relevant to their professional context. The course equips special education, learning design and educational technology leaders with the skills to support continuous improvement and guide strategic decisions that improve instructional quality and learner outcomes.

SPED 9070 - Advanced Research Methods for Special Education Leaders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course equips candidates with advanced skills to critically evaluate and apply research in special education. Candidates will examine qualitative, quantitative, mixed-methods, and single-case approaches, assess methodological rigor, and perform advanced data analysis. Emphasis is placed on ethical research practices, applied inquiry, and translating research findings into actionable recommendations for system-level improvements that address contemporary problems of practice. Through research critiques, synthesis of findings, and leadership briefs, candidates will learn to leverage evidence to drive innovation in special education systems.

SPED 9080 - Cultivating Leadership Through Coaching and Mentorship of Special Educators
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course prepares candidates to lead professional growth systems for special educators through evidence-based coaching, mentorship, and organizational learning strategies. Candidates will examine adult learning theory, organizational change frameworks, and research-based coaching models to strengthen instructional quality and teacher retention. Emphasis is placed on ethical leadership, equity-driven practices, and the integration of coaching and mentorship within systemic workforce development initiatives. Candidates will analyze how leadership in coaching intersects with issues of sustainability, cultural responsiveness, and continuous improvement in special education systems.

SPED 9090 - Strategic Design and Impact Analysis in Special Education Systems
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course prepares educational leaders to design, implement, and evaluate transformative initiatives within special education systems. Candidates engage in critical analysis of organizational structures, policies, and practices to identify systemic inequities and improvement opportunities. Emphasis is placed on applying improvement science, leveraging advanced data analytics, and integrating research-based strategies to drive sustainable change. Candidates will develop strategic plans that align with ethical leadership principles, professional standards, and federal/state mandates, ensuring equitable outcomes for learners with exceptionalities.

SPED 9100 - Pre-Graduation Seminar
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

Prerequisites: SPED 9998
This course is a zero-credit culminating survey course for Ed.D. candidates in Special Education. Candidates will reflect on their professional growth across the program learning outcomes and assess their readiness to lead as scholar-practitioners in special education. The course emphasizes the synthesis of learning, self-assessment of leadership preparation, and projection of next steps for applying doctoral knowledge and skills in professional contexts.

SPED 9998 - Capstone I: Problem of Practice Investigation & Development
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: SPED 9030
In this foundational capstone course, candidates solidify a significant problem of practice in special education to conduct an in-depth investigation grounded in research and stakeholder input. Students refine their literature review and write their methodological proposal. The course builds on the learning and product formulated in SPED 9030: Current Trends and Issues in Special Education and impact study in Capstone II by producing a conceptual framework to guide their capstone project.

SPED 9999 - Capstone II: Implementation & Impact Analysis
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: SPED 9998 and SPED 9030
In this culminating capstone course, candidates implement their approved capstone project and conduct an impact analysis grounded in ethical inquiry and research-based evaluation. Students collect and analyze data, interpret outcomes, reflect on leadership actions, and prepare a final written and oral defense.

Speech-Language Pathology
(All courses carry three hours credit unless otherwise noted.)

SLPA 5701 - Introduction to Communication Sciences and Disorders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to provide an overview of the professions of Communication Sciences and Disorders (CSD). Students will learn about the nature of speech, language, swallowing, and hearing disorders in children and adults. Methods of identification and remediation are explored. Students will complete required clinical supervision hours of speech-language pathology intervention sessions as they learn about assessment and therapy procedures.

SLPA 5702 - Speech and Language Acquisition and Disorders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

An in-depth study of speech and language acquisition and development in the normal child. This course covers the normal developmental stages for the acquisition of the content, form, and use of language.

SLPA 5703 - Phonetics and Speech Sound Disorders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides a study of applied phonetic analysis and transcription and applications to the problems of speech improvement, speech disorders, and standard and non-standard English. This course requires students to become familiar and proficient with the International Phonetic Alphabet (IPA) as a means of speech and language change. This course also provides an overview of the etiology, diagnosis, and treatment of articulation and phonological disorders.

SLPA 5704 - Anatomy & Physiology of Speech & Hearing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is a study of the anatomical structures and physiology of the speech, hearing, and neurological systems. Information related to respiration, phonation, resonation, articulation, neurology, and hearing in the normal child and adult is emphasized.

SLPA 5705 - Speech and Hearing Science
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is a study of the science involved in the anatomical, physiological, and psychological processes of speech, language, and hearing in children and adults. The science involved in respiration, phonation, resonation, articulation, and hearing is emphasized through conceptual theory and objective measurement.

SLPA 5706 - Introduction to Audiology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an introduction to the field of audiology. Basic auditory disorders, types of hearing loss,

audiological assessment and interpretation, hearing loss definition and significance, and management of hearing loss are covered in children and adults.

SLPA 5707 - Introduction to Neurological Disorders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is a study of the primary neurological communication disorders in children and adults. Areas covered include characteristics, assessment, etiology, and treatment of communication disorders of the central and peripheral nervous systems.

SLPA 5792 - Internship in Speech Language Pathology
(0 Lecture Hours 0 Lab Hours 6 Credit Hours)

This course provides supervised clinical experience in speech-language pathology. Under the direct supervision of a certified speech-language pathologist, students will gain clinical clock hours in direct service provision for speech-language therapy clients in a school setting. To enroll in this course, students must hold a bachelor's degree in speech-language pathology OR have a bachelors degree in another field plus prerequisite coursework in speech-language pathology.

SLPA 6701 - Stuttering: Theory and Research
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is a study of the theories and models of fluency disorders with an emphasis on developmental and acquired stuttering. This course is designed to cover the etiology, nature, development, psycho-social, and cultural correlates, assessment/diagnosis, and evidence-based treatment approaches of fluency disorders across the lifespan

SLPA 6702 - Voice Disorders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is a study of the etiology, evaluation, and treatment of voice and resonance disorders in children and adults. It is designed to cover normal voice production and functional, organic, and neurogenic voice and resonance disorders. Students will learn about the roles and responsibilities of speech-language pathologists in voice care, the components of comprehensive assessment, and how to implement evidence-based therapeutic approaches.

SLPA 6704 - Assessment and Treatment of Neurogenic Communication Disorders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an advanced study of the etiology, characteristics, assessment, intervention, and outcomes of neurogenic communication disorders in the adult population. Topics include neuroanatomy and neuropathology of language and cognition, aphasia, traumatic brain injury, dementia, right hemisphere disorder, motor speech disorders, and other neurological disorders in adults.

SLPA 6705 - Advanced Assessment of Speech-Language Disorders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: Admission to Teacher Education program
Enrollment requires advisor permission. This course is designed to teach students diagnostic/assessment skills, including the use of formal and informal diagnostic instruments, to obtain assessment data across a broad range of communication disorders. The use of these data for making a differential diagnosis and for planning and implementing a therapy program is also studied.

SLPA 6707 - Aural Habilitation and Rehabilitation
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides a study of the Speech-language pathologist's role in the (re)habilitation of children and adults who are deaf or hard of hearing (DHH). Areas of specific focus include the impact of hearing loss, intervention models, amplification, auditory training, visual/manual communication, deaf education, and central auditory processing disorders.

SLPA 6708 - Advanced Articulation and Phonological Disorders

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course covers advanced principles of assessment, diagnosis, and intervention associated with disorders that affect speech sound perception and production.

SLPA 6711 - Culturally Responsive Practices in Communication Sciences and Disorders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course examines culturally responsive practices in communication sciences and disorders with an emphasis on person- and family-centered care. Students will explore how cultural, linguistic, and individual factors shape client and family values, preferences, and goals in clinical service delivery. Course topics include cultural humility, systemic influences such as health disparities and social determinants of health, and evidence-based approaches when working with bilingual and multilingual populations. Students will analyze their own cultural perspectives and biases, evaluate professional and ethical responsibilities, and apply strategies that promote equitable access, continuity of care, and family involvement. Contemporary professional issues including workforce representation, recruitment, and retention of underrepresented populations, and academic concerns related to student success will be integrated to prepare students for ethical and responsive practice in diverse global and cross-cultural contexts.

SLPA 6713 - Neuroanatomy and Neurophysiology of Speech, Language, Hearing, and Swallowing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides a study of the neuroanatomy and neurophysiology of the processes of speech, language, hearing, cognition, and swallowing. Typical and atypical human development across the lifespan are integrated with information about communicative, cognitive, and swallowing disorders.

SLPA 6740 - Motor Speech Disorders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course involves the study of motor speech disorders resulting from central and/or peripheral nervous system damage. The focus of the course is on etiologies, characteristics, assessment/ differential diagnosis, and intervention approaches to management and habilitation/rehabilitation of the disorders of dysarthria and apraxia of speech in children and adults.

SLPA 6741 - Evaluation and Treatment of Dysphagia
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course explores swallowing and swallowing disorders across the lifespan. Emphasis is on etiologies, characteristics, prevention, assessment/differential diagnosis, socio-cultural factors, and intervention approaches to management and habilitation/rehabilitation. Multidisciplinary approaches to the assessment and treatment of swallowing disorders are also discussed.

SLPA 6760 - Auditory Disorders
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course covers auditory disorders in children and adults, including 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 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course introduces students to the basic concepts of the clinical experience. Building on working knowledge of information related to a variety of communication disorders, this course focuses on clinical procedures, clinical writing, professionalism/interpersonal skills, and clinical materials and equipment. The clinical experience is introduced through a series of meetings, simulations, on-site clinical immersion, and peer mentorships. Clinical experiences are supervised by ASHA-certified and Georgia-licensed professionals who meet ASHA requirements for supervision.

SLPA 6779 - Professional Practices, Policies, and Issues in Speech-Language Pathology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides a study of contemporary professional issues in speech-language pathology, including trends in professional practice, credentialing, and local, state, and national regulations and policies.

SLPA 6784 - Research Methods in Speech-Language Pathology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course introduces graduate students to quantitative and qualitative methods of research typically used in the field of speech-language pathology. Students learn the fundamentals of research including research ethics, appropriate sampling of participants, data collection procedures, and how to conduct quantitative and qualitative analyses using different statistical software packages.

SLPA 6785 - Special Topics in Speech-Language Pathology
(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

Prerequisite: Teacher Education Admission TE
Enrollment requires advisor permission. Title and descriptions of specific courses to be inserted at time of offering. May be repeated for credit. May be repeated for credit.

SLPA 6790 - Clinical Practicum and Methods in Speech-Language Pathology I
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisites: SLPA 6761

Building on the knowledge and skills learned in Methods of Clinical Management, learning is expanded to informal and dynamic assessment procedures, intervention planning, treatment development, and advanced clinical/professional writing. Clinical management skills for goal development, treatment planning, decision-making skills and opportunities for self-reflection are promoted. Students provide diagnostic evaluation and intervention to individuals with diverse communication disorders across the life span. Clinical immersions are supervised by ASHA-certified and Georgia-licensed speech-language pathologists who meet ASHA's requirements for supervision. Skills include hands-on clinical assessment; diagnostic evaluations, clinical report writing, treatment and intervention. Experiences may include a combination of on-campus, off-campus, and/or simulated clinical experiences.

SLPA 6791 - Clinical Practicum and Methods in Speech-Language Pathology II
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SLPA 6790
Building on the knowledge and skills learned in SLPA6790, clinical experiences continue to expand to additional informal and dynamic assessment procedures, intervention planning, treatment development, and advanced clinical/professional writing. Clinical management skills for goal development, treatment planning, decision-making skills and opportunities for self-reflection are promoted. Students provide diagnostic evaluation and intervention to individuals with diverse communication disorders across the life span. Clinical immersions are supervised by ASHA-certified and Georgia-licensed speech-language pathologists who meet ASHA's requirements for supervision. Skills include hands-on clinical assessment; diagnostic evaluations, clinical report writing, treatment and intervention. Experiences may include a combination of on-campus, off-campus, and/or simulated clinical experiences.

SLPA 6792 - Clinical Practicum and Methods in Speech-Language Pathology III
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SLPA 6790 and SLPA 6791
Building on the knowledge and skills learned in SLPA6791, clinical experiences continue to expand to additional informal and dynamic assessment procedures, intervention planning, treatment development, and advanced clinical/professional writing. Clinical management skills for goal development, treatment planning, decision-making skills and opportunities for self-reflection are promoted. Students provide diagnostic evaluation and intervention to individuals with diverse communication disorders across the life span. Clinical immersions are supervised by ASHA-certified and Georgia-licensed speech-language pathologists who meet ASHA's requirements for supervision. Skills include hands-on clinical assessment; diagnostic evaluations, clinical report writing, treatment and intervention. Experiences may include a combination of on-campus, off-campus, and/or simulated clinical experiences.

SLPA 6793 - Medical Clinical Practicum and Methods in Speech-Language Pathology
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Prerequisite: SLPA 6790 and SLPA 6791 and SLPA 6792

Enrollment requires advisor permission. This course provides extended and direct clinical experience in which the graduate clinician practices under the supervision of CCC-SLP/A clinicians with individuals exhibiting a diverse range of severe-profound communication disorders; assignments of clients will be dependent upon student's prior success in SLPA 6790, SLPA 6791, SLPA 6792, and upon prior academic, and clinical experiences and verified by the clinical director. Students in this clinic are likely to serve adults with neurogenic communication disorders as well as the severely-profoundly communication impaired child/adolescent. This experience is accumulated in a variety of on- and off-site clinical settings. The acquisition and management of information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 7-8 clients with severe-profound communication disorders in group and individual settings 2-3 times weekly.

SLPA 6794 - Medical Externship in Speech-Language Pathology
(6 Lecture Hours 0 Lab Hours 6 Credit Hours)

Prerequisite: SLPA 6790 and SLPA 6791 and SLPA 6792
This course provides an advanced, full time, community-based internship in a clinical setting supervised by an ASHA certified, licensed, and qualified SLP. Settings appropriate for a clinical externship include hospitals, skilled nursing facilities, inpatient rehabilitation, outpatient rehabilitation, private practice, long term acute care facilities, and home health. Internships serve to provide a transition from on-campus experiences to the clinical fellowship through direct clinical screening, assessment, and treatment, report writing, caseload management, caregiver education, counseling, collaboration, and interdisciplinary experience.

SLPA 6796 - School Internship: Speech-Language Pathology
(6 Lecture Hours 0 Lab Hours 6 Credit Hours)

Prerequisite: SLPA 6790 and SLPA 6791 and SLPA 6792
This course provides an advanced, full time, community-based internship in a school-based setting supervised by an ASHA certified, licensed, and qualified SLP. Internships serve to provide a transition from on-campus experiences to the clinical fellowship through direct clinical screening, assessment, and treatment, report writing, caseload management, caregiver education, counseling, collaboration, and interdisciplinary experience.

SLPA 7720 - Language Disorders and Literacy
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Enrollment requires advisor permission. This course provides a study of etiology, characteristics, assessment, diagnosis, intervention, and prevention of speech and language disorders in children, including those children with multicultural backgrounds and special needs. This course is designed to focus on characteristics of growth, norm-reference and criterion-referenced measures, and assessment and intervention procedures and strategies related to reading and literacy development.

Sport Management

SPMG 6001 - Social Issues in Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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 Lecture Hours 0 Lab Hours 3 Credit Hours)

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.

SPMG 6120 - Strat. Management Sport Organization
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course offers advanced study of managerial functions and concepts of sport organizations. Specifically, students will understand management principles and leadership theories. These topics include management tasks and responsibilities, organizational goals and structures, leadership, power and politics, ethics, culture, and decision-making in organization.

SPMG 6130 - Research & Assessment in Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course presents advanced methodological approaches for engaging in data-driven decision-making. Students will gain experience conducting sport research and learn best practices for developing and executing assessment plans for sport organizations. Students will employ data collection, analysis, and reporting tactics to assess outcomes to meet organization goals.

SPMG 6140 - Strategic Sales & Marketing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides approaches for leveraging products and services on the sport marketplace. Ticket sales operations, marketing strategies, and fan engagement are among the topics central to understanding sport consumers. Students will learn best practices in developing sales and marketing strategic plans and how analytics are used in forecasting consumer behavior.

SPMG 6150 - Applied Communication & Technology in Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course explores the ways in which sport organizations utilize technology and digital platforms to create, disseminate, and manage information. Students will develop proficiency in communicating with multiple audiences across varying platforms and implement strategic communication plans. Students will also examine how technological advancements shape the way sport organizations communicate with stakeholders.

SPMG 6200 - Intercollegiate Athletics Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an overview of the inner-workings of an athletic department in a higher education setting. Students will study various models of intercollegiate athletic governance and the multiple units within the athletic department including academics, eligibility, business and finance, media relations, development, and student support services.

SPMG 6210 - Student Athlete Development
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an overview of the major college student development models and explores specifically how development theories are applied to student-athletes participating in intercollegiate athletics. Students will learn foundational theories, integrative theories, and social identity development concepts to address the developmental challenges facing college athletes and identify areas of support for this population of college students.

SPMG 6220 - Compliance and Eligibility
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course will help students understand the regulations involving compliance and eligibility of intercollegiate athletes. Although multiple governing bodies will be examined, the primary focus will be on National Collegiate Athletic Association compliance regulations in all three divisions. Students will learn best practices for monitoring

eligibility and effective methods for ensuring athletic administration compliance with institutional, conference, and national association regulations.

SPMG 6230 - Advanced Event Management & Operations
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Students will learn procedures for planning and operating athletic competitions, championships, and tournaments. Topics include staffing, facility and venue management, the bid process, and sponsorship activation.

SPMG 6300 - Intro to Sport Analytics
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course covers fundamental principles of analytics applied to sports. In this course, students will be introduced to mathematical and statistical concepts and learn basic programming and coding skills to analyze sport-related data. Students will learn how to handle, code, and analyze large amounts of sport-related data. Specific course topics include the application of analytics in sports related to player performance, team management, operations, marketing, finances, fantasy sports, eSports, among other topics.

SPMG 6310 - Big Data & Stat Analysis Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course covers statistical and mathematical concepts, applications, and models related to administration, marketing, and business management. The course gives students an opportunity to work with data relating to sports business tactics and strategy. Students will employ modeling methods in marketing communications, ticket pricing, sponsorship, market segmentation, and customer relationship marketing. This is a project-based course. Students will be involved in applying sport analytics concepts to solve sport business problems.

SPMG 6320 - Analytics in Sport Business
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course is designed to help students to develop and apply analytical skills (e.g., statistical analysis, predictive analytics, mathematical modeling, critical thinking, game theory, simulation) that are useful in sport business. The course content will cover topics such as data management, statistical data analysis, modeling, and decision making in various sports settings. Students will learn the ability to recognize, formulate, and analyze decision-making situations in sports as well as learn principles in sports performance analytics.

SPMG 6330 - Applied Network Analysis Sport
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course introduces the network analysis as a research method to explore organizational/community structures and identify online/offline communication patterns. Students will learn key theories and measurements in the network analysis, master commonly-used procedures of data collection, and analyze and interpret real-world data sets.

SPMG 7100 - Sport Management Research
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course provides an intensive survey of relevant research and professional practices in sport management. The course emphasizes practical issues related to planning, conducting, and interpreting sport related research. Students will learn advanced skills to evaluate, conduct, and present research findings.

SPMG 7110 - Sport Management Capstone
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This is a culminating experiential learning experience of the Sport Management Master's program. The Capstone course must be completed in the student's final term prior to graduation. Students will complete a professional or research project that integrates content and skills acquired in the core and concentration courses.

SPMG 7685 - Special Topics in Sport Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

This course allows students to explore in depth a variety of significant issues facing sport managers. It provides the opportunity to offer course content and topics that may not be covered by other course titles. Titles and descriptions of

specific courses will be identified at the time of offering. This course may be repeated. Students may earn a maximum of 6 credits of special topics electives to count toward the degree requirement.

Study Abroad

ABRD 5000 - Study Abroad
(1-3 Lecture Hours 0 Lab Hours 1-3 Credit Hours)

A variable-topic examination related to a specific place and the act of studying there. This course will provide graduate students an opportunity to reflect on different cultures, and to acquire intercultural skills.

ABRD 5985 - Research Abroad
(1-15 Lecture Hours 0 Lab Hours 1-15 Credit Hours)

Students will conduct research abroad under the supervision of a faculty mentor and will learn to carry out advanced research as well as proper methods related to literature search, record keeping, and report writing while being in an international setting. Each student will work on a unique research project to be selected by the faculty mentor and the student. Both a formal oral and written report of the results of the research must be presented to a larger audience (such as faculty and peers, if not a professional audience) either while abroad or upon return at UWG.

Teacher Education-MATC

ASTR 5555 - Teaching the Solar System
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with Columbus State University as part of the GOML/MATC program.

CIED 7601 - Course Management System for E-Learners
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with VSU as part of the GOML/MATC Program.

CIED 7602 - Resources and Strategies for E-Learners
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

EDAT 6001 - Assessment to Improve Teaching
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

EDAT 7100 - Research Methods in Education
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

EDMT 6215 - Methods in Teaching Secondary Math
(5 Lecture Hours 0 Lab Hours 5 Credit Hours)

Course offered in partnership with Columbus State University as part of the GOML program.

EDSC 6215 - Methods of Teaching Secondary Science
(5 Lecture Hours 0 Lab Hours 5 Credit Hours)

Course offered in partnership with Kennesaw State University as part of the GOML/MATC Program.

PSYG 5610 - Nature and Need of Talented and Gifted
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

PSYG 7600 - Assessment of Talented and Gifted

(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Course offered in partnership with Valdosta State University as part of the GOML/MATC Program.

WebMBA

WMBA 1000 - WebMBA Orientation
(0 Lecture Hours 0 Lab Hours 0 Credit Hours)

The Mandatory Georgia WebMBA Orientation focuses on team building, program requirements and information, and includes interaction with our program faculty, administrators, and graduates. Sessions include communication and team maintenance, personality assessments, technology updates, presentations by course leads for each WebMBA course, and presentations and meetings with first course faculty. Students will work with their selected teams to create team contracts, have face-to-face time with their faculty, deans, and administrators. Students will also attend a panel discussion comprised of current students and alumni. All students must successfully complete this *mandatory* orientation held in Atlanta prior to starting the first semester.

WMBA 6000 - Human Behavior in Organizations
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Human Behavior in Organizations is a graduate level introductory course to organizational behavior designed for both the entry level and high level manager with any functional responsibility. This course explores some of the ways in which human behavior affects how one manages and leads and ultimately how it affects individual, group, and organizational performance. Students will apply concepts to case studies, their own companies and industry leaders. By the end of the course, students will be able to identify key organizational behavior issues and apply practical solutions to improve organizational effectiveness.

WMBA 6010 - Managerial Accounting
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Managerial Accounting is designed for both entry level and high level managers with any functional responsibility. The course covers a wide range of topics that emphasize the use of both internal and external data to enhance the decision-making skills of managers. Concepts covered include an overview of the management accounting function within the organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of accounting information in management decision-making. Case studies will be used to enhance students' critical thinking, problem solving, and communication skills. Students will apply concepts to a variety of companies using problems and case studies. By the end of the course, students will be able to understand and apply accounting information in management decision making functions.

WMBA 6040 - Managerial Decision Analysis
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Managerial Decision Analysis Using Business Intelligence is designed for entry-level through high-level managers who either provide input to or are responsible for managerial decisions based on solid logic and analysis. The course presents an introduction to the statistical and management science techniques that are most commonly used by managers in both the public and private sectors. We build the course providing tools students may find useful for a team project, which may either be a consulting project addressing a real issue in a not-for-profit or for-profit entity or focus on a current topic of interest to a segment of the business community. The course focuses on three main themes: data analysis, optimization, and decision-making under uncertainty. The content is covered in an order to allow students to see tools that they probably use often (e.g., descriptive and graphical methods plus forecasting) and then move into topics with which they may not be as familiar. Students will be exposed to descriptive analytics, predictive analytics (e.g., forecasting), prescriptive analytics (e.g., optimization), and emerging trends in Business Intelligence. By the end of the course, students will be able to understand the role of quantitative methods in the decision-making process; demonstrate the ability to visualize, present, analyze and interpret business data; develop an understanding of the application of quantitative analysis to the solution of management problems; and utilize spreadsheet analysis as a tool in analyzing data and developing a solution/recommendation to a problem situation.

WMBA 6050 - Strategic Marketing
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Strategic Marketing is a graduate level introductory course to marketing designed for both the entry level and high level manager with any functional responsibility. The purpose of the course is to familiarize students with the marketing

concept and to help students understand how the marketing concept (and a firm's market orientation) influences various decisions made by managers in a firm. Marketing management involves the coordination and control of the firm's marketing functions in a dynamic environment. This course provides a study of the strategic managerial aspects of marketing and covers topics that include basic marketing concepts as well as some of the tools and strategies used by marketing managers. Topics focus on product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing activities. A strategic marketing simulation that provides the opportunity for students to apply and demonstrate understanding of the concepts learned in the course.

WMBA 6060 - Managerial Finance
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Managerial Finance is a study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. It develops a student's knowledge, analytical skills and communication skills in the area of financial management. The course gives students tools to analyze a company's financial position relative to the industry, apply time value of money concepts to business cash flows, evaluate the acceptability of a short-term and long-term financial decision, and understand the relationship between capital structure, risk, and the cost of capital.

WMBA 6070 - Entrepreneurship
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Entrepreneurship is intended to expose graduate business students to both the spirit and mechanics of entrepreneurial thinking and action. The course takes the perspective of both the would-be entrepreneur and the manager of creative and entrepreneurial activity within established organizations. This course is also designed to offer insight for students seeking entrepreneurial careers in new or established businesses. It describes the new venture startup process and strategies for increasing the likelihood of successful venture launch. Topics covered include models of new venture formation, strategic resource acquisition and deployment, marketing, operations, and financial strategies for successful ventures, and the leadership skills and behaviors required for venture success. Participants will also learn how to write a business plan and assess business plans written by others.

WMBA 6080 - Management Information Systems
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

The Management Information Systems course is designed to provide a framework for understanding how technology can support (or hinder) organizational success, impacting decision making from operational activities to strategic decisions. Course lectures, discussions, application-oriented activities, team-based activities, and individual essays are used to develop the ability to incorporate academic theories into business practice. Business cases, current events, and personal experiences are discussed to help students learn to find points of success or failure based on the theories presented in class. Student teams investigate emerging technology topics and record videos to apply the new technology to business opportunities. The final project is an interview with the CIO (or equivalent) that allows you to apply these skills in a personal way to develop a framework for IT decisions.

WMBA 6100 - Operations and Supply Chain Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Operations and Supply Chain Management is designed for both new and high level managers with any functional managerial responsibility - which requires both administrative and analytical skills. The course will cover a wide range of topics such as: operations strategy, process selection, capacity planning, facility location and layout planning, job design, and total quality management. Students will apply concepts to all possible operational issues and challenges in their daily function. By the end of the course, students will be able to identify strategic decisions in operations management; select appropriate process for a given production system, employ available techniques in firm's long-range capacity planning and layout design, and apply all related OM approaches in management decision making process.

WMBA 6110 - Business Strategic Management
(3 Lecture Hours 0 Lab Hours 3 Credit Hours)

Business Strategic Management is designed to provide an executive viewpoint of strategy formation and management of an enterprise. Designed to be the final experience for WebMBA students, the course is an integrative capstone for the program. Students learn how to audit and analyze complex situations to determine the firm's strategies for long-run survival and growth in competitive markets. They also examine techniques for analysis of environmental conditions and trends, opportunities and threats, resource strengths and limitations. Case studies, discussions and a sophisticated

strategy simulation constitute the primary content of the course. By the end of the course, participants will know how to plan, implement, and control organizational efficiency and effectiveness at both the strategic and operational level.

Graduate Faculty

ADAMS, MARGARET "KERI", B.A., M.A. (University of West Georgia), *Public History Manager and Senior Lecturer in History*

AKINS, RALITSA, M.D. (Medical University of Varna), Ph.D. (Texas A&M University), *Professor of Educational Leadership*

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To report an on-campus emergency call 911. For non-emergencies or to report suspicious activity call 678-839-6000.

The University community is encouraged to report any on-campus crime for which they are a victim or witness. The University Police investigates all reported crimes and assists the victim in prosecuting the case through the criminal courts. Students who commit crimes on the campus are subject to both criminal prosecution as well as disciplinary action through Student Judiciary.

The University Police operate the campus warning network using an app called Livesafe which is a service that turns your cell phone into a campus panic button. The app is free and you can find download information by visiting www.westga.edu/police. Information about campus crime (Clery Act) can be found on the web page as well.

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